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ZARLEIGH KIM

SPELLING
LESSONS

GOVE



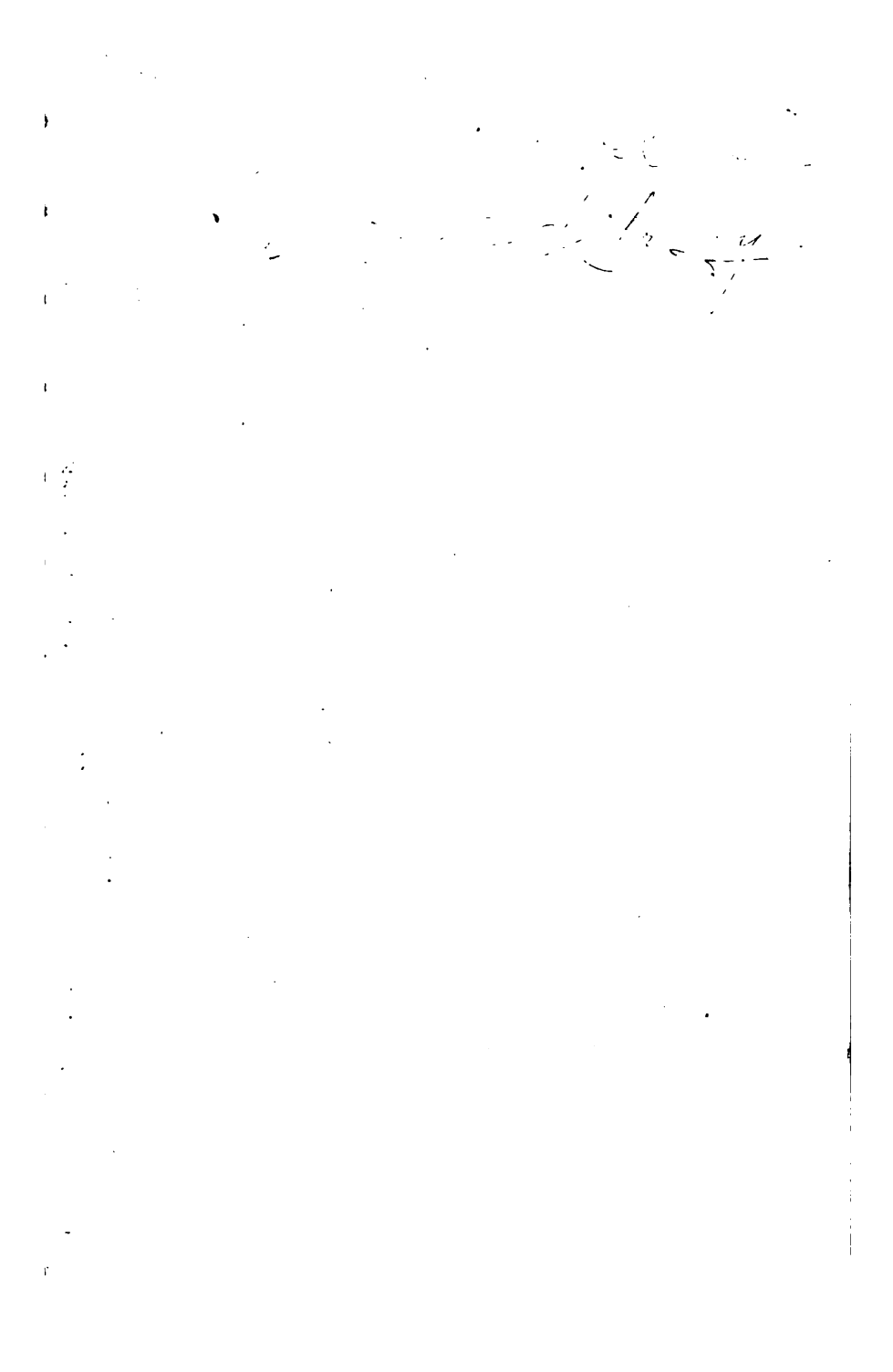
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SPELLING LESSONS

FOR INTERMEDIATE GRADES

BY

AARON GOVE, LL.D.

FORMERLY SUPERINTENDENT OF SCHOOLS
DENVER, COLORADO



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656

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PREFACE

Ability to spell correctly depends in part upon the ability to associate certain sounds with groups of letters that usually indicate those sounds, and in part upon the ability to recall the form of a word after having seen it. Oral spelling, together with the pronunciation of syllables after spelling, will give a training which will aid in associating certain sounds with the ordinary groups of letters that form syllables and words; it will also help to secure correct, clear-cut articulation and distinct enunciation. In other words, oral spelling will help one to learn to spell such words as may be called *regular* in their spelling. On the other hand, the *forms* of words whose spelling is *irregular* must make on the mind an impression which will reproduce them whenever the demand is made upon the memory. The eyes must be trained to see, the ears to hear, and the memory to retain what has been seen and heard.

The exercises following this preface are designed to give this training; but to be effective, the training should be given systematically and persistently. Teachers who are both systematic and persistent in their efforts to teach spelling will be successful. Five minutes a day should be given to eye and ear training. Such exercises as are given in the book may be first used, and when the pupil has become familiar with their purpose and has entered into their spirit, others may be added. It should be remembered that accurate seeing and hearing depend to a considerable

extent (when the eyes are in normal condition) upon the degree of attention given. With children, attention is gained by gaining their interest in the subject, and it is retained by retaining their interest; hence the importance of well-prepared, clean-cut, short exercises.

As language work and spelling are closely connected, a few language lessons have been introduced, more by way of suggestion than because the author has any desire to make language work a prominent feature of the book. It has seemed best to hold the attention of teachers and pupils to the main object of this spelling book, viz., to teach *spelling*. Every language lesson, in fact, should be a lesson in spelling as well as in the expression of thought.

Words may be divided into three classes: (1) words so familiar to the pupil that he uses them in his daily conversation; (2) words that are partially familiar, — such, that is, as he hears in conversation and sees in the books he reads, though they are not sufficiently well known to him to form a part of his own vocabulary; (3) words wholly unknown to him.

These classes of words may be grouped as follows:

1. Familiar words;
2. Partially familiar words;
3. Unknown words.

Words in the first class are entirely above the child's horizon, and these should be taught because he needs them for daily use. Words in the second class are partially above the child's horizon, and these should be taught in order to enrich his vocabulary. Words in the third class should receive no attention. When they begin to show themselves above the horizon of the child they enter the second class and should then be learned. Ideas before words should always be insisted upon.

For the teacher, the necessity of accurate knowledge as well as ability to enunciate clearly and correctly is evident.

The repetition of the pronunciation of a word by the pupil syllable by syllable is of great importance.

In this book the author has been guided in the classification of words by the principles enunciated above, but it should be remembered that *no* classification will fit the needs of all pupils.

A. G.

MAY, 1905

EXERCISES FOR DRILL

EYE TRAINING

For the following exercises each pupil should be provided with paper and pencil.

EXERCISE I

TEACHER'S DIRECTIONS TO PUPILS

1. Spelling books closed. On page [*name the page*] you will find spelling lessons arranged in columns. At a given signal you will open your books, look at the words in Lesson [*name the lesson*] in the [*first, second, third, or fourth*] column, and then close the books at my signal. I shall give you not more than half a minute to look at the words. After closing the books you will write the five words from memory on your paper just as you saw them in your book, omitting the marks.¹

NOTE. Having written the words as directed, the pupils will compare their work with the words in the book, and note mistakes.

2. Books closed. Page [*name the page*], Lesson [*name the lesson*], last five words in the — column.

Verify the work.

3. Books closed. Page —. First five words in Lesson —, arranged in reverse order [*fifth, fourth, third, second, first*].

¹ Teachers who desire to have the diacritical marks copied will so direct, but the practice is not recommended, at least for the present.

Verify the work.

NOTE. Three trials will probably be sufficient for one exercise on the same day. Increase the number of required words in the exercise from day to day, as you find the pupils able to meet the demand.

EXERCISE II

DIRECTIONS TO TEACHERS

Write two lines of poetry upon the blackboard. Ask the children to look at them for a moment; then erase or cover the lines. Now require the children to repeat or to write them.

NOTE 1. Increase the number of lines from day to day, as the pupils gain power to see quickly what has been written.

NOTE 2. This exercise may be varied by substituting prose for poetry.

EAR TRAINING

EXERCISE I

Oral or written. The teacher will pronounce distinctly, once only, four or five familiar words. The pupils will then repeat or write the words in the same order.

Increase the number of words given in an exercise, as the ability of the pupils to reproduce them increases.

NOTE. This exercise may be varied by using letters or figures instead of words.

EXERCISE II

Oral or written. The teacher will read, once only, one or more lines of poetry, and the pupils will repeat or write them from memory.

Increase the number of lines from day to day, as the pupils' ability to repeat them increases.

NOTE. This exercise may be varied by substituting prose for poetry.

MISCELLANEOUS EXERCISES

EXERCISE I

DIRECTIONS TO TEACHERS

Words ending in *ight*.

Oral. Name some word ending in *ight*. Ex. : *fight*.

Each pupil is asked to name one, and the trial is continued until no other word ending in *ight* can be named.

Written. Each pupil will now make on his paper a list of all words in *ight* that he can recall.

NOTE 1. The pupil having the longest list will slowly read his words while the others check from their own lists the words which they already have, and add those which they have not.

NOTE 2. The completed lists should be copied by all the pupils under suitable headings. This exercise may be repeated with such terminations as *able, ible, ful, ough, tion*, etc. Give exercises with the same termination until the words are familiar.

EXERCISE II

Words beginning with *qu*. Ex. : *quire*.

Directions as in Exercise I, above.

NOTE. This exercise may be repeated with words containing any unusual combination of letters : as, *wr* in *wrap*, the first letter being silent ; *ph* in *pheasant* ; *ie* in *believe* ; *ai* in *hailed* ; *au* in *auction* ; *ea* in *beaver*, etc. Make the exercise a game.

EXERCISE III

Words in which a consonant is repeated at the beginning of the following syllable ; as *c* in *accurate*, *n* in *beginning*, etc.

Oral. Each pupil will, if possible, contribute one word in which *t* is doubled. Ex. : *fitting*.

Written. When such words are exhausted every pupil will make a written list, as in previous exercises.

The written lists having been made, verify as before.

NOTE 1. This exercise may be repeated until words containing double letters, especially troublesome double letters, are learned. As usual, make the exercise a game, each pupil trying to make the longest list of words.

NOTE 2. One of the foregoing exercises should be given every day, until the pupils are so familiar with the forms of the words in the required lists that they can spell them correctly without hesitation. These lists contain most of the troublesome words in our language, and much time will be saved in the end if this preliminary work is thoroughly done.

The first few lessons in spelling contain words much used in written composition by young pupils; hence their early introduction. The lessons which follow comprise words with few irregularities. In these lessons the spelling should be mainly oral, and each syllable should be distinctly pronounced by the pupil after he has named the letters that form it. When, however, the syllable contains but one letter, and the name of the letter is also its sound in the word, the syllable need not be repronounced after the letter is named: as, a-w-a-k-e, *wake, awake*; O-h-i, *hi, o, Ohio*.

Irregularities in spelling are dealt with in the exercises, to which reference is made above, and the more difficult words are arranged in lessons for the higher grades. In the meantime, however, the exercises in eye and ear training should be given daily, to the end that many of the irregularities may not become difficulties.

KEY TO PRONUNCIATION

VOWELS

ā as in fāte	ī as in ice	ū as in ūse
ā " senāte	ī " īdea	ū " ūnite
ă " făt	ī " īt	ũ " ũp
ä " ärm	ī " sīr	û " fûr
ā " āll	ī " machīne	u " rŭle
ă " āsk		u " pŭll
ă " whăț	ō " ōld	ȳ " flȳ
â " câre	ō " ōbey	ȳ " babȳ
	ō " nôt	
ē " mēte	o " mōve	
ē " ēvent	o " wōlf	ew " new
ē " mēt	ó " són	oi " boil
ē " hēr	ô " hōrse	oy " boy
ê " thêre	oo " fōod	ou " out
ēē " fēet	oo " fōot	ow " cow

CONSONANTS

c (unmarked) as in call	qu (= kw)	as in quit
ç " mīç	ğ (= z)	" īğ
ch (unmarked) " child	si (= sh)	" tension
eh (= k) " sehool	th (unmarked)	" thīn
ci (= sh) " gracious	th	" then
g (unmarked) " go	ti (= sh)	" motion
ğ (= j) " cāğ	wh (= hw)	" whāt
ng " ring	x (unmarked)	" vex
n (= ng) " īnğ	ȳ (= gz)	" exȳct
ph (= f) " phāntom	z	" zōne

All other unmarked consonants have their usual English sounds.

Vowels when obscured and turned toward the neutral sound are marked thus, ȳ, ȳ, etc. Silent letters are italicized.

SPELLING LESSONS

GRADE IV

Oral Spelling

“Oral spelling and the pronunciation of syllables train the ear to connect the sounds of words and syllables with the ordinary combinations of letters that represent the sounds.” (See Preface.)

The syllables should be pronounced as found in the correct pronunciation of the word, thus —

dif fi cul ty, — d-i-f, *dif*, f-i, *fi*, *diffi*, c-u-l, *cul*, *difficul*, t-y, *ty*, *difficulty*. In pronouncing the second syllable say f-i, *fi*, not f-i, *fi*.

GRADE IV

LESSON 1

Copy, learn, and write from memory:

“Little by little,” said a thoughtful boy,
“Moment by moment, I’ll well employ,
Learning a little every day,
And not misspending my time in play;
And still this rule in my mind shall dwell,
‘Whatever I do, I will do it well.’”

LESSON 2

Copy:

The names of the days of the week are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. These names always begin with capital letters.

Spell:

Sŭn'dăy	Mòn'dăy	Tŭes'dăy	Wēdnes'dăy
Thŭrs'dăy	Frī'dăy	Săt'ŭr dăy	ěm ploy'
mēm'ô rŷ	lĭt'tle	thôught'fŭl	dwěll
mō'ment	lěarn'ĭng	spěll'ĭng	whăt ěv'ěr

"A good book is the best of friends, — the same to-day and forever."

Copy:

LESSON 3

There are twelve months in the year. Their names are January, February, March, April, May, June, July, August, September, October, November, December. These names always begin with capitals.

Spell:

Jăn'û â rŷ	Fěb'rû â rŷ	Märch	Ā'prĭl
Māy	Jūne	Jū lŷ'	Āu'gŭst
Sěp tēm'běr	Ōc tō'běr	Nō vēm'běr	Dē ċēm'běr

LESSON 4

plāce	nōon	lĭved	sheēt	gōod
eōol	plōd	cōat	prĭde	yēar
hōop	věrse	toŭch	dōor	pō'ēm
yōuth	twĭrl	chāfe	chĭme	hew
trāsh	cāge	lūte	dēnse	fōol

LESSON 5

skāte	chěck	ärch	lătch	běnch
stārve	cūbe	trăck	slēēve	fāge
mēek	fěnce	growl	rāge	pēep
rōot	skirt	dāte	pěck	rōpe
hĭgh	rāte	lënd	bënd	vāst

"He who is true to his friends is true to himself."

LESSON 6

pûrr	scrēen	thrĭft	scrawl	troop
pōmp	är'mÿ	stripe	shārk	draġft
dēpth	wĭdth	warmth	lēngth	brēadth
spōon	brood	crēek	mōose	lōose
sehool	sheep	tooth	cheese	wheel

LESSON 7

āche	bādge	bālm	bārgē	bāss
bātch	bāthe	bāwl	bēech	bērth
blānd	blāck	blāme	blāde	blāst
blāze	blēed	blind	blōat	blōck
blōom	blünt	bōast	bōat	bōom

LESSON 8

stōne	frēsh	spēnd	cōax	bēard
flāsh	shīne	prĭze	thānk	grāce
smēlt	slide	stāmp	gāme	dēsk
spīne	twīce	cārve	pūmp	blūsh
brīng	pūrse	flēsh	būnch	thātch

LESSON 9

point	clōthes	prude	clown	sphēre
squāre	prĭsm	fōrgē	spruce	chūrch
blānk	bīrch	swarm	thĭrst	snipe
lārch	strĭct	rōar	grāpe	thrĭve
swamp	clĭck	strōng	chānge	būrst

LESSON 10

sūch	lēad	brāss	pēach	skūl
shawl	glōve	pūnch	mūnch	tōrch
trēnch	scrāp	chīnk	brūsh	mūmps
taught	crowd	crūtch	crūst	dūnçe
rīnse	skūnk	frīnge	flānk	thrūsh

LESSON 11

stōod	sweēt	stēep	smōoth	brōok
wōol	fleeçe	mōon	blōod	chōōse
flōor	glōom	stōop	brōom	squeēze
zīnc	i'ron (ūrn)	glāze	round	caūse
rēach	çēase	oil'ŷ	steel	cōal

LESSON 12

chārt	scālp	spōnge	twīne	lāid
gāte	mēnd	rōad	sāme	lārgē
sloōp	cheēk	cheēr	rōom	moist
dōdçe	bōwl	brāid	brāin	brēēze
frēeze	strāit	bēam	bōots	drown

LESSON 13

flōck	clāsh	nērve	frīght	stārch
grēase	vēal	snēak	brēast	wēar
sīnçe	brānch	swīng	world (d)	chārm
stērn	chānt	glīmpse	fāke	blēnd
lāthe	fāil	shōve	word (d)	clēan

LESSON 14

thr ö b	dr ö ne	pl ä in ş	ch î rp	e ÿ e ş
gr ö ss	gr ä ze	äsk e d	br ü te	sh ö wn
s ē ed ş	b ü mp	pr ö ve	gr ä ss	cl ē ar
ēar th	str ē et	br î d ğ e	ēach	r ē ef
s ou p	c ö ast	f î rm	p ö or	mouth

LESSON 15

n ē at	gr ö w	gl ö ss	ru ü de	gr ä nd
sw ö rd	da wn	h ü sk	str ä in	s ü it
tr ü th	thr ö w	sm ē ar	wh î sk	gl ä n ç e
cho î ç e	sp î te	v ä in	gu ë ss	flour
w î n ç e	thr ö ng	tw î t ch	û r g e	mount

LESSON 16

Dictation

Hearts, like doors, can ope with ease
 To very, very little keys;
 And don't forget that two of these
 Are "Thank you, sir," and "If you please."

(Illustrate the following exercise with a prism)

Copy:

By means of a prism a ray of light may be separated into seven colors, usually called the seven primary colors. The primary colors are red, orange, yellow, green, blue, indigo, violet. Other colors are made by mixing two or more of these.

"In the bright lexicon of youth there's no such word as fail."

Spell:

rěd	ǫr'ǎnge	yě'l'low	grēen
blūe	ĭn'dĭ gō	vī'ō lět	scār'lět
mà rōon'	mà gĕn'tà	pûr'ple	grāy
lĭ'lac	rūs'sět	ǎz'ûre	ëm'ěr ǎld

LESSON 17

Names of cities and countries

Lòn'don	À mĕr'ĭ cǎ	Pǎr'ĭs	Àus trā'ĭ ǎ
Çhĭ cǎ'gō	Eū'rōpe	Mǎ drĭd'	Wǎsh'ĭng tòn
New Yôrk'	Ǽf'rĭ cǎ	Bĕr lin'	Bǎl'tĭ mōre
Rĭch'mònd	ĭn'dĭ ǎ	Ā'sĭ ǎ (sh)	Sǎn Frǎn çĭs'cō

Names of particular persons, places, or things should always begin with capital letters. Such names are called *proper names*.

Number of days in the month

Thirty days hath September,
 April, June, and November;
 All the rest have thirty-one,
 Except the second month alone,
 Which hath but twenty-eight, in fine,
 Till leap year gives it twenty-nine.

LESSON 18

Fill the blanks below with *there* or *their*; *is*, *are*, *was*, or *were*.

A few rules for spelling should be learned. These rules when learned — very helpful. — value, however, depends upon the thoroughness with which they have been learned. Most pupils forget — rules when writing — compositions and quotations, as in “Where our treasure —, — will our hearts be also.”

LESSON 19

frēs'cō	vā'pqr	jīn'gle	rē tūrn'
mūs'tard	rāre'lŷ	mīl'lēr	rāg'gēd
hās'tŷ	tow'ēr	dē clāre'	mīn'gle
rāt'tle	spār'rōw	chī'nā	rānk
gōb'lēt	bēg'gar	ād'vērb	bōt'tle

LESSON 20

nāp'kīn	cru'ēt	bēck'on	āg'ō nŷ
hārp'ēr	à void'	sūb mīt'	āt täck'
bē cāme'	grāss'ŷ	āl'cōve	lōz'ēngē
ēx tēnd'	nō'tīce	ē lēct'	cräck'ēr
mūt'ton	ēs tāte'	bāp tize'	ān ōth'ēr

LESSON 21

līv'ēr	būb'ble	āc'tīve	īn quīre'
hānd'sōme	būc'kle	chēck'ēr	būck'ēt
bru'tal	ēx çēl'	dē çīgn'	ēx ām'ple
chēr'rŷ	lēm'ōn	swal'lōw	çŷ'prēss
līn'den	cūr'rant	fōs'sīl	hīck'ō rŷ

*'Tis education forms the common mind ;
Just as the twig is bent the tree's inclined. — POPE.*

LESSON 22

cǒn tǎin'	mǎin'ly	law'lěss	Cǎn'a dǎ
coŭs'in	fǎrm'ěr	ěx plāin'	dīs hǒn'ěst
shōul'děr	ūse'lěss	found'ěr	sīde'bōard
châir'mǎn	tīm'běr	rě clāim'	stâir'cāse
gǐng'hǎm	mûr'děr	mār'ble	pī ǎn'ô

LESSON 23

ěn slāve'	īm pōrt'	cûr'dle	pěd'dle
tǐnt'ěd	pŭp'pŷ	fīl'těr	bōd'ly lŷ
bīsh'op	lē'gǎl	cās'tor	ō'pī ūm
bush'ěl	nois'y	nôr'mǎl	prōf'it
trow'ěl	prē'fix	dě fěr'	tīck'ět

LESSON 24

fǎll'en	ěs cāpe'	līn'ing	mǎn'tle
rěv'ěl	nīne'tŷ	ěx çess'	fōrm'ǎl
mǎn'ly	ǎr rīve'	lā'běl	ǎp ply'
ǎp point'	ǎf fōrd'	ǎn'tic	ǎt'òm
ǎr'bqr	à pǎrt'	ǎl'tô	ǎm'à zôn

LESSON 25

pul'leŷ	gŷp'sŷ	īn'sect	spěll'ěr
plǎt'fōrm	hŭn'gěr	prōmpt	mīs tǎke'
ô blige'	tār'dŷ	point'ěr	ě rās'ěr
strěngth	stŭd'ŷ	cŭn'nīng	sǎt'is fŷ
ěx īst'	vŭl'gǎr	zē'rô	fŭr'thěr

"Virtue is the health and beauty of the soul."

LESSON 26

wīr'ŷ	nō'ble	nō'blŷ	sau'sāge
hūm'ble	hūm'blŷ	sī'lent	cóm'pass
à fār'	trī'ò	rīv'ēr	nóth'ing
óit'en	flow'ērŷ	sāil'qr	kēep'ing
mouth'ful	glāss'ŷ	còv'ered	bòd'ies

LESSON 27

dọ'ing	bīt'ing	nā'tiòn	cūs'tòm
nīm'blŷ	dīs'mal	ác'çent	dè fēnsē'
bè wāre'	bè trāy'	lī'òn	vān'ish
tī'gēr	mūsk'rāt	sē cūre'	ēl'è phant
zē'brā	lŷnx	wolf	rē'al

LESSON 28

sòme'thīng	clōth'ing	rē çite'	rē spōnd'
ās'tēr	this'tle	grēed'ŷ	òb tāin'
lòve'lŷ	bè twēen'	dārt'ing	moy'ing
sŷs'tēm	räck'èt	whīs'tle	rāil'rōad
côr'sèt	ēr'rqr	vīr'tue	stā'tiòn

LESSON 29

tróp'ic	sūc çess'	lōne'lŷ	flāt'ī ron (ûrn)
writ'ing	sā'cred	ěx cūse'	ārm'ful
còm'mērçe	dē sērt'	whit'en	sauçe'pān
gīn'gēr	cār'ròt	vā'rŷ	al'mòst
plūn'dēr	īm prove'	wēl'còme	vāl'tue

"They who listen to themselves will not be listened to by others."

LESSON 30

nũm'bě	hũ'mạ	răb'bít	sĩx'tỹ
bỗn'nết	ũn'ion ^(v)	kĩt'ten	cổf'fĩn
ũg'lỹ	sĩs'těr	pā'pěr	pồ lĩte'
fở'ết	sũn'shĩne	sở'rỹ	lĩv'ĩng
căn'çer	fở gết'	cỏm'mòn	frỗ'zen

LESSON 31

pũ'pĩl	pả'ròt	còm'fỏt	căt'tle
gỗs'pẻl	nẻ'grỏ	măn'nẻ	fĩn'ish
brỏ'ken	sủ'r'fặ	gẻn'tlỹ	vắ'ỏ
vẻ'l'vẻt	ĩn'lẻt	ạw'ful	ăn'gẻl
hẻ'rỏ	mỏn'ẻỹ	mỏt'tỏ	sủp'ply'

LESSON 32

bẻ lỏng'	sủ'r'prỉẻ'	dẳk'nẻss	cỏn'tỉ nẻnt
vỏy'ặ	dỏz'en	bẻ fỏre'	pẻ'r'fẻct
à lẳm'	bẻt'tẻ	sắv'ặ	lắ't'ỉ tủde
hẻ'r'ỏn	ru'ĩn	grắm'mạ	ắ'prỉ cỏt
ĩt sẻlf'	pẻp'pẻr	dẻ'çỉde'	ĩm'ặ'ỉne

LESSON 33

bẻẻ'tle	sẻẻk'ĩng	cổf'fẻẻ	sẻẻ'ĩng
ẻx'ẻẻẻ'	rẻẻ'ẻẻẻ'	bắl'ỏỏn'	prỏp'ẻr
sắl'ắ'ỏ	căn'ẻẻl	ĩn'tẻẻẻẻ	dẻn'tỉst
pẻb'ble	frắc'tỏn	dỉ vỉ'sỏr	chẻẻ'r'ful
rẻẻ'fỉnẻ'	sắd'nẻẻss	plỏw'mạ	hỏẻ'wạrd

*"An idler is a watch that wants both hands,
As useless if it goes as if it stands."*

LESSON 34

prōf	driv'ěr	dōc'tɔr	bāk'ěr
brō'kěr	cōb'blěr	mā'son	cār'pěn těr
flō'ríst	grō'çěr	bānk'ěr	mín'ís těr
butch'ěr	drüg'gíst	law'yěr	blăck'smith
měr'chant	ěn'gíne	bār'běr	gār'den ər

LESSON 35

prī'son	hūn'grý	prò tēc't'	mū'síc
cōr rēc't'	hăp'pý	bē sīde'	rūn'něr
shēl'těr	quĭck'lý	à mông'	lēs'son
sěn'tençe	down'ý	lēt'těr	sūm'měr
pěn'çil	wòn'děr	stănd'íng	bē găn'

LESSON 36

sēt'tle	bās'kět	sūp'pěr	těn'děr
cōm'ět	wĭn'těr	fūn'ný	cār'rý íng
rūst'ý	rēl'ísh	pěr'ísh	ē'ven íng
bū'gle	tĭnk'ěr	rē sôt'	sūl'try
pōck'ět	bush'ý	tĭn'děr	rē wărd'

LESSON 37

drōp'píng	çĭr'cle	flăx'en	vī ò lĭn'
ōb'lōng	ăġ'gle	wăx'en	stōck'íng
cūt'těr	ěl'bôw	rűf'fle	tôr pē'dô
ăġ'kle	fĭsh'ý	hăn'dle	mĭt'těn
fēl'òn	ă'pròn	cră văt'	cōl'lăr

LESSON 38

Dictation

So the Bluebirds have contracted, have they, for a house?

And a nest is under way for little Mr. Wren?

Hush, dear, hush! Be quiet, dear; quiet as a mouse.

These are weighty secrets, and we must whisper them.

LESSON 39

r ö b'ín	c ü ck'ōō	wīl'lōw	h ē m'l ö ck
pr ē p â re'	s é l ě ct'	n ű t'm ě g	d ĩ v ĩ de'
f û r'n ĩ sh	m ĩ d'w ā y	b ű t'ton	b ű t't ě r
cl ě v'ěr	b ē h ō ld'	ă ť 't ĩ c	ō'p en ĩng
k ĩ nd'l ỹ	p ow 'd ě r	v ě s's ě l	m ű l't ĩ pl ỹ

LESSON 40

d ě c ā y'	d ĩ v'ěr	c ö t't ă ġe	d ă m'ăġe
s ĩ n'gle	tr ű mp'ět	t ě n'qr	scr ĩ be
m ű t't ě r	t ō 'w ă rd	ġ ĩ v'ĩl	d ĩ s'tr ĩ ct
ă l 'd ě r	l ö ft'ỹ	b ű n'gle	b ű n'gl ě r
r ē new'	l ĩ s'ten	m ö ld'ĩng	m ě d'ĩ ġ ĩ ne

LESSON 41

ă b ö de'	m ö ld'ěr	ĩ'v ö r ỹ	h ă s'ten
s ű d'd ě n	r ē ġ ĩ de'	s ű n'r ĩ ġe	b ű t't ě r c ű p
ch ö 's en	ġ ě n't ě r	r ă ĩ's ĩ n ĩ	ġ ě n't ű r ỹ
st ě ad'ỹ	l ē e'w ă rd	w ă ĩt'ěr	ă ń 'ĩ m ă l
m ă 'ple	l ě dġ'ěr	h ă r p ō on'	ă w ok'w ă rd

"Make method your slave, but be not a slave to method."

LESSON 42

fē'vēr	flăx	fög'gŷ	rös'tēr
fēr'rŷ	flăsk	fōlks	frēc'kle
fī'ēr ŷ	flēa	fōrce	rīg'qr
hā'zel	flēck	fōught	frīt'tēr
mōt'leŷ	flīnt	frāil	fū'ēl

LESSON 43

fūn'něl	găng	mēm'bēr	hăm'měr
gīg'gle	găpe	mēre'lŷ	gūm'mŷ
găr'gle	găsp	mīd'dlīng	hăn'kēr
gòv'ērñ	gāze	mīd'dle	hăp'pen
gūl'lŷ	grēet	mōl'ten	măr'rŷ

LESSON 44

hărsh	měl'lōw	scăm'pěr	ī'dle
hūmp	mēd'leŷ	hūd'dle	īn'fănt
fīnch	hōp'pěr	măl'ŷce	īn hăle'
hēdge	hòv'ēr	hųr răh'	īn'něr
lōos'en	hōck'eŷ	hŷ'drănt	măr'vel

LESSON 45

ī'tēm	hūrl	līn'ēn	lūck'ŷ
lō'câte	eight	măn'ăge	mōr'tar
lōw'lŷ	^(ā) lōan	mēd'al	moy'ă ble
lăd'dēr	jămb	mēd'dle	mīn'ū ēnd
lăd'en	loin	mēr'cŷ	măt'tīng

"It is less difficult to plant new truths than to root out old errors."

LESSON 46

mūd'dle	pūt'tỹ	păn'ěl	păn'thěr
něg lěct'	neigh ^(ā)	pāl'āçe	pärch
nēs'tle	nō'tiön	ôr'phan	pär'don
nĩp'pěrs	ôf fěnd'	ô pāque' ^(k)	pär'lqr
nös'trĩl	ôp pōșe'	pās'tqr	nös'trĩl

LESSON 47

pāt'těr	pē'rĩ qd	pět'tỹ	pöl'lěn
rou tĩne'	pĩm'ple	plēad	pöp'pỹ
prē tēnse'	pĩs'tĩl	plēn'tỹ	pöst'āge
rēc'ĩ pē	pĩtch'ěr	plünge	prāt'tle
pět'āl	pō liçe'	plūsh	prē fěr'

LESSON 48

pröb'lēm	pũlp	rũp'tũre	sāt'ĩn
pröd'ũct	nāpe	rē plỹ'	scōrch
prö mōte'	rāĩl	rē fũte'	scỹthe
pũck'ěr	rēam	röck'ět	sēc'qnd
rē pört'	rēar	rhỹthm	shāg'gỹ

LESSON 49

shĩft	shĩp'pěr	slĩv'ěr	ũ'nĩt
shĩrk	shĩv'ěr	snārĩ	vĩl'lāge
pũr sũĩt'	prĩ'qr	tā'ble	ru'rāl
pröx'ỹ	rö șette'	tēm'ple	wēdge
rā vĩne'	slũsh	tĩc'kle	weigh ^(ā)

"Applause is the spur of noble minds, the end and aim of weak ones."

LESSON 50

ăd mît'	ăx'î ăl	whěth'ěr	clăt'těr
ăft'ěr wărd	băck'wărd	vow'ěl	prô trăct'
à mount'	băr'rən	bîl'lŷ	răn'cqr
ăt tënd'	băr'rôw	bî'pěd	brăçe'lět
ăwn'îng	bě hăve'	bt sěct'	bôb'ô lînk

LESSON 51

vôl'leŷ	trîp'lět	căr'gô	chânçe
dēc'ăde	tîs'sûe (sh)	Yăn'kêe	chărge
ŭl'stěr	că'ble	wôr'rŷ	chow'děr
brî'ěr	că'lŷx	wîz'ărd	çîn'děr
brît'tle	că năl'	chămp	clăim

LESSON 52

blînk	swîrl	crăsh	sûs pënd'
clēat	clěf	crēase	dě lăŷ'
clînch	děl	thîth'ěr	stout'lŷ
clûmp	drăb	tăr'nîsh	dě părt'
cōurt	crăft	crîmp	dî gěst'

LESSON 53

stă'gîng	stăg'nâte	prē sîde'	făith
dîn'gŷ	drûm'měr	mîs'sîle	fărçe
dîz'zŷ	ěx çěpt'	kîng'măn	făt'tŷ
cô'zŷ	ěx clăim'	hăg'gle	fă'vqr
sět'tlîng	făn'qŷ	glăz'îng	rēs'pîte

LESSON 54

Abbreviations

Some words are shortened in writing, two or three letters only representing the whole word; as, *Col.* for Colonel, *Esq.* for Esquire, *Rev.* for Reverend, etc. *Col.*, *Esq.*, *Rev.*, and similar forms are called *abbreviations*.

A period should be used after initials and abbreviations; as, *Mr. R. C. Wentworth*, *Rev. R. M. Wilson*.

Copy the following words and write the abbreviations:

January	Sunday
February	Monday
March	Tuesday
April	Wednesday
August	Thursday
September	Friday
October	Saturday
November	
December	

LESSON 55

Dictation

1. January and February are winter months.
2. March, April, and May are spring months.
3. June, July, and August are summer months.
4. September, October, and November are autumn months.
5. December is the first of the winter months.
6. The abbreviations of the names of the months are Jan., Feb., Mar., Apr., Aug., Sept., Oct., Nov., Dec.
7. The abbreviations of the names of the days of the week are Sun., Mon., Tues., Wed., Thurs., Fri., Sat.

GRADE V

Oral and Written Spelling.

The following plan of work is suggested for this grade:

1. Spell the words orally in class, and give special attention to their meaning.
2. Prepare for written lesson by using each word in an original sentence, and writing the sentence with care.
3. Write the words as dictated by the teacher.

NOTE. Use as often as possible one of the exercises given in the first part of the book.

GRADE V

LESSON 56

Plural of nouns

You will notice that adding *s* to the words *house* and *book* makes each mean more than one. As a general rule, the addition of *s* to a word makes it plural.

Names that mean but one are said to be *singular*; those that mean more than one are said to be *plural*.

Copy the following words in this lesson, and after each one write its plural:

blōw	bōard	dīm'ple	flōod
grōan	ā'gēnt	gôrgē	fēnd'ēr
thīng	būl'lēt	sehōl'ār	cōn'trāct
snāil	cām'ēl	clōs'ēt	rē quēst'
trūnk	rē mārķ'	brāck'ēt	show'ēr

LESSON 57

Irregular plurals

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
ōx	ōx'en	thīs	thēse
dīe	dīge	louse	lice
gōose	gēese	mouse	mīce
thāt	thōse	fâir'y	fâir'ies
būg'gŷ	būg'gŷes	wom'an	wom'en

"Where there is yet shame, there in time may be virtue."

LESSON 58

Plural of nouns in *f* and *fe*

Some nouns that end in *f* or *fe* change the *f* or *fe* into *v* and add *es* to form the plural.

bēef	bēēves	ēlf	ēlves
wolf	wolves	life	lives
thiēf	thiēves	shēlf	shēlves
wharf	wharves	shēaf	shēaves

1. Write eight sentences, using the words in the first and third columns.

2. Rewrite, using the plurals of these words.

LESSON 59

Plural of nouns in *y*

Letters are divided into vowels and consonants. The vowels are *a, e, i, o, u*; and *w* and *y* are sometimes vowels.

If a noun ends with *y* preceded by a vowel, *s* is added to form the plural; as, *monkey, monkeys*.

If a noun ends with *y* preceded by a consonant, the *y* must be changed to *i* and *es* added to form the plural; as, *fly, flies*.

Write each of the following words so that it will mean more than one, and give a reason for the spelling:

kēy	ēn'ē mŷ	vāl'leŷ	chēr'rŷ
lā'dŷ	dŭm'mŷ	sāl'ā rŷ	dōn'keŷ
bā'bŷ	mōn'keŷ	tŭr'keŷ	chīm'neŷ
pēn'nŷ	mŭm'mŷ	fām'īlŷ	āt tor'neŷ

"No entertainment is so cheap as reading, nor any pleasure so lasting."

LESSON 60

Write the plurals of the following words, and give reasons for the spelling:

fō'gỹ	pōl'ĩ cỹ	căv'ĩ tỹ	côm'ê dỹ
dāi'rỹ	lũx'ũ rỹ	cōl'ô nỹ	băl'cô nỹ
doi'lỹ	sô cĩ'ê tỹ	vĩc'tô rỹ	är'mô rỹ
ěl'ê gỹ	făc'ũl tỹ	trăg'ê dỹ	lĩt'ũr gỹ
měl'ô dỹ	děp'ũ tỹ	mĩ nōr'ĩ tỹ	lĩb'ěr tỹ
lōt'těr ỹ	prôm'ôn tō rỹ	mōn'ăreh ỹ	vă'căn cỹ

"Every day is a little life, and our whole life is but a day repeated."

LESSON 61

Masculine	Feminine	Masculine	Feminine
boy	girl	sôn	daugh'těr
măn	wôm'ăn	ũn'cle	ăunt
brōth'ěr	sĩs'těr	něph'ew	nĩēge
fă'thěr	mōth'ěr	măs'těr	mĩs'trěss
hũs'band	wife	pă pă'	măm mă'

1. Copy the feminine forms of words in the second and fourth columns above.

2. Write from memory, opposite each word, the corresponding masculine form.

"One is seldom sorry for what he does not say."

LESSON 62

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
bulł	cow	brīde'grōom	brīde
hōrse	māre	gēn'tle mən	lā'dỹ
mōnk	nūn	kīng	quēēn
ēarl	count'ēss	lōrd	lā'dỹ
bāch'ē lqr	māid	yoūth	māid'en
wīd'ōw ěr	wīd'ōw	sūl'tən	sūl tā'nā

1. Copy the masculine forms of words in the columns above.

2. Write from memory, opposite each word, the corresponding feminine form.

LESSON 63

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
lād	lāss	lī'ōn	lī'ōn ěss
āc'tqr	āc'trēss	hēir	hēir'ēss
pō'ēt	pō'ēt ěss	tī'gēr	tī'grēss
prōph'ēt	prōph'ēt ěss	tāi'lqr	tāi'lqr ěss
gōv'ērñ qr	gōv'ērñ ěss	au'thor	au'thor ěss

NOTE. The use of the ending *ess* to denote the feminine gender is gradually disappearing.

1. Copy the masculine forms of words in the columns above.

2. Opposite each masculine write from memory the corresponding feminine form.

LESSON 64

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
gōd	gōd'děss	priēst	priēst'ěss
Jew	Jew'ěss	prīnce	prīn'čěss
hōst	hōst'ěss	hūnt'ěr	hūnt'rěss
gī'ant	gī'ant'ěss	jān'ī tɔr	jān'ī trěss
dōc'tɔr	dōc'trěss	mûr'děr ěr	mûr'děr'ěss
pā'trɔn	pā'trɔn'ěss	shĕp'hĕrd	shĕp'hĕrd'ěss

1. Copy the feminine forms of words in the columns above.

2. Opposite each masculine write from memory the corresponding feminine form.

3. Why do *Jew* and *Jewess* begin with capitals?

4. What is the difference in meaning between the words *princes* and *princess*?

LESSON 65

bēam'īng	ēa'gle	quăck	fā'moūs
ān'ciĕnt	wrăth	gnăt	sōl'diĕr
floun'děr	quăf	brĕathe	al rĕad'ŷ ^o
sēa'pōrt	bĕar'īng	rĕ pĕat'	fāil'ûre
ăuc'tiɔn	quī'ĕt	ăc count'	fōur'tĕenth

LESSON 66

doū'ble	quĕck'en	quĕs'tiɔn	măin tăin'
fau'çĕt	bĕast'lŷ	^(oh) hĕav'en	rĕad'īng
quart	thrĕad	ăd joûrn'	boun'dă rŷ
griĕve	wrɔng	wrĭn'kle	boun'tĕ oūs
briĕf	ă chiĕve'	brĕath	brĕath'lĕss

"Light injuries are made lighter by not regarding them."

LESSON 67

côm'pôst	stēē'ple	slēd'ge	līm'bēr
tăn'dēm	ī'cī cle	joy'lēss	ūp'wārd
căn'tēr	fāth'ôm	lārgē'lŷ	smŭg'gle
stār'tle	gār'līc	tīck'īng	hōr'rīd
glūt'ton	tāl'lōw	grāp'ple	trēs'pass

LESSON 68

tēll'ēr	ăc cēpt'	mār'kēt	tēn'ant
rāth'ēr	grīnd'ēr	ăb'sent	lā'cīng
bē lōw'	sŭb'ŭrb	bôn'fire	grēas'ŷ
blēm'īsh	fāre wēll'	ăm'bush	fŭ'tŭre
tīn'gle	păt'tēr	mōn'stēr	mār'gīn

LESSON 69

grīme	glōom'ŷ	īn tēnse'	sā lŭte'
wāke'fŭl	pār'tiāl	dwarf	wēak'nēss
rās'cal	hŭm'mīng	hēr'ald	cāre'fŭl
īn'dēx	ēx'pōrt	hōn'eŷ	ăp pēar'
Ēas'tēr	sŭl'phŭr	hăb'īt	īm pōse'

LESSON 70

Letters, figures, and other characters are made plural by adding 's; as, "Cross your *t*'s and dot your *i*'s."

Fill the blanks on the following page with letters or figures requiring the apostrophe and s.

"A great mind will ever have some leading object in view."

1. There are two — in the word *letter*.
2. How many — are there in *pulley*?
3. Two — may be so written as to represent eleven.
4. Did you put two — in *Aaron*?
5. Two — and three — may be so written as to represent twenty-three.

Dictation

If a man empties his purse into his head, no one can take it away from him. An investment in knowledge always pays the best interest. — FRANKLIN.

LESSON 71

sōap	wačh	wāist	shōck
trēat	thīck	thəw	scour
twīst	swīch	snāch	scrāch
stīch	strēch	sīg'nəl	sěrv'īce
sō'cial	spě'cial	wīs'dòm	věr'dict

LESSON 72

scout	sōak	guīde	rě jěct'
shōok	screw	pīch	rěf'ūge
shrīnk	sēize	paūse	rě joīce'
shōal	rīdge	rě vōlt'	tóngue
rōast	būild	rěs'cūe	sēc'tiōn

LESSON 73

à flōat'	è lās'tic	rēm'nant	wēalth
kēn'něl	fōr'fēit	rē spēct'	whīs'pēr
līq'uīd	kītch'ēn	rē tāin'	něrv'ous
dīs cūss'	fāsh'ion	sēs'sion	pās'tūre
grān'ite	trāi'tor	wīt'nēss	dīs ó bey' (ā)

LESSON 74

ēr'rānd	cōm'mā	hēl'mēt	pīl'lōw
rād'ish	rē moye'	chāp'tēr	ē quā'tor
lōad	vōl cā'nō	cōp'pēr	rē çess'
gūt'tēr	à sīde'	bēl'frī	pā rāde'
hōn'or	sīl'vēr	trī'fle	ē lēv'en

LESSON 75

Words of one syllable are called *monosyllables*.

Words of two syllables are called *dissyllables*.

Words of three syllables are called *trisyllables*.

Words of more than three syllables are called *polysyllables*.

bōok	è rēct'	pōl'ish	splīn'tēr
gōng	ēn'trançe	prō'noun	ēs'tī mâte
clōck	çēn'tral	rē fū'sal	rā'dī āte
chā'lk	pēn'nant	plēas'ūre*	plās'tēr īng
spēech	dūst'y	bāse'ball	vēn'tī lā tor
lōoked	tāk'en	syl'lā ble	dīc'tion ā r'y

Which words are monosyllables? Which dissyllables?
Which trisyllables? Which polysyllables?

LESSON 76

quī'ět lǝ	quēēn'lǝ	quāḍ rōōn'	quō tā'tiōn
fīl'běrt	tēs'tī fȳ	wōrst'ēḍ	vīṣ'ī tȳr
ōb'jēct	fām'ī lǝ	pōṣ ṣēs's'	Pā ḡīf'īc
sūb'jēct	trīn'kēt	mīn'ute ⁽ⁿ⁾	Āf'rī cā
cōm mēnḡe'	māt'trēs's	sūp pōṣe'	stāg'gēr

LESSON 77

hōb'ble	grōt'tō	āb'bōt	ō'raḷ lǝ
frēē'dōm	ā dōpt'	āf fēct'	ḡēl'ēr ȳ
hēc'tic	grāft'īng	fīre'mān	mān'gēr
prōg'rēs's	rēm'ē dȳ	strike	strīk'īng
prō grēs's'	pār'īng	knūc'kle	wrīg'gle

LESSON 78

Pronouns

Ī	mȳ	our	they ^(ā)	mȳ sēlf'
mē	yoū	hīm	thēm	hīm sēlf'
wē	shē	hērṣ	thēir	yoūr sēlf'
ūs	hēr	ours	yoūrṣ	our sēlves'
hē	hīṣ	mīne	thēirṣ	yoūr sēlves'
īt	īts	yoūr	īt sēlf'	thēm sēlves'

1. Write four sentences in each of which some of the following words are used in place of the name *Mary*: viz. *I, me, my, you, she, and her*. EXAMPLE: *Mary* said to *her* teacher, "*I* shall try very hard to learn *my* lesson."

2. Write four sentences, using the words *I, me, he, and him*, referring to *John*.

"The habit of industry is most easily acquired in youth."

LESSON 79

one (wūn)	one's (wūng)	ones (wūng)	ones' (wūng)	who ẽv'ěr
who	whose	whom	oth'ěr's	whích ẽv'ěr
thăt	whích	fôr'měr	lăt'těr	who sô ẽv'ěr
bôth	what	ẽi'thěr	nẽi'thěr	what sô ẽv'ěr
oth ẽr	oth ẽr's	oth'ěr's	ăn oth'ěr	whom sô ẽv'ěr

1. Write sentences showing that you can use correctly the words in the first two columns above.

2. Write questions using correctly the words in the third and fourth columns.

LESSON 80

sprěad	dīs gŭst'	ěx prěss'	fĭx'tŭre
lěague	crĭck'ět	clŭs'těr	côn'fĭct
squěal	côn fěss'	càs'tle	côn fĭct'
stěam	prě vेंट'	pĭc'tŭre	prô tĕst'
těase	căp'ĩ tăl	thănk'ful	twĭn'kle

LESSON 81

Final le

tŭr'tle	shĭn'gle	mĭr'ă cle	bĭ'cŷ cle
spăr'kle	rĭp'ple	mŭs'cle	brăm'ble
sprĭn'kle	pĭc'kle	myr'tle	bŭn'dle
săm'ple	nôt'ă ble	păr'ă ble	crĭp'ple
săd'dle	dīs cĭ'ple	lĭ'ă ble	mĭș'ěr ă ble

LESSON 82

Repeated consonants

rũb'běr	rũb'bĩsh	nãr'rõw	děr'rĩck
rõt'ten	ãc cũse'	ĩn'tẻl lẻct	cãr'rĩ ẻr
dẻl'ủge	ãd dẻss'	cỏl lẻct'	ãc'qĩ dẻnt
sủc cẻed'	bãg'gãge	cỏl'lẻct	cỏr rủpt'
dẻs plãy'	bỏt'tỏm	cỏf'fẻr	dãg'gẻr

LESSON 83

lũg'gãge	dẻs sủlve'	ỏp pỏ'nẻnt	rẻ bẻl'liỏn
tỏr'ẻnt	cãn'nẻ bẻl	ãs sẻm'ble	ẻs sẻn'tẻl ^(v)
pẻl'lẻt	ỏf fẻ'ciẻl	ãc'củ rẻte	ãc cỏm'plẻsh
mủm'mẻ	ỏp prỏach'	ỏc'ủ lẻst	dẻf'fẻr ẻnce
fẻ'line	pẻl'lỏr	dẻf'fẻ củlt	hử'rẻ cẻne

LESSON 84

cỏn trỏl'	fỏam'ẻ	clỏthe	lẻck'ẻt
pửr sủe'	tẻt'tẻr	hẻv'ỏc	nẻck'ẻl
ỏ mủse'	ỏr'mỏr	ỏl'ủm	nẻ'sẻl
prẻ'vẻte	hẻlp'ful	ẻx'pẻrt	vẻn'ỉ tẻ
plẻt'tẻr	tủm'blẻr	ẻx pẻrt'	bẻ'con

LESSON 85

tửr'keẻ	kẻd'neẻ	chẻck'ẻn	chẻld'ẻsh
wẻl'nủt	pỏp'lẻr	cẻ'dẻr	ỏ'rẻ ỏle
ủ'sủ ẻl	rủl'ẻr	pẻr'sỏn	nẻt'ủ rẻl
cỏr'nẻr	hỏld'ẻng	glỏ'rẻ	wẻst'ẻrn
wẻn'dỏw	ẻn cẻte'	ỏ bỏve'	vẻn'ẻ gẻr

LESSON 86

grũm'ble	prõm'ise	fũr'nãçe	dĩv'ĩ dẽnd
çĩr'cũs	vãr'nĩsh	sẽrv'ant	cà nã'rỹ
law'ful	ĩ dẽ'ã	rẽn'dẽr	dãn'dẽ lĩ òn
cãb'ĩn	jũn'igr _(y)	fõr'tỹ	ãr'tĩ cle
fĩg'ũre	ãn'vĩl	ẽx pãnd'	ãn'gẽr

LESSON 87

quõ'rũm	quõ'tã	quĩnçe	Quĩx'õte
dãin'tỹ	dãi'sỹ	fãir'lỹ	fãith'ful
lãunch	pau'pẽr	lãugh _(n)	sau'çỹ
whĩrl	tãb'lẽt	ãb sũrd'	dĩck'ẽr
fãc'tor	nãme'lỹ	ã lĩgh't'	cã rẽer'

LESSON 88

mũd'dỹ	lã'dle	fã'tal	ã bãte'
thĩm'ble	bũr'den	wĩl'lĩng	pãnt'lĩng
trĩb'ũte	bãr'leỹ	nã'kẽd	tõ mã'tõ
gãl'lòn	ĩn'dĩ an	mõrn'lĩng	ẽv'ẽr ỹ
ẽx plõde'	rũs'tlĩng	ẽn gãge'	trĩ'ãn gle

LESSON 89

gõb'lĩn	fĩn'gẽr	ẽx clũde'	skẽl'ẽ tòn
pĩ'oũs	ẽx pẽct'	scãt'tẽr	gõld'en-rõd
ẽ'ven	glõss'ỹ	sẽa'son	õ'cean _(sh)
hẽr'mĩt	nõv'ĩçe	ẽx trẽme'	strãnge
doũb'lỹ	coũp'le	mõurn'lĩng	coũp'lĩng

"Be quick to discover faults, but slow to expose them."

LESSON 90

sē'crēt	dāi'ly	rē šult'	cru'el
hīd'den	chăn'něl	sör'rów	rīb'bón
à rōse'	tör'rīd	wīd'en	māid'en
shāl'lów	dīs tāste'	prô dūce'	völ'tūme
dēath'lēss	lēarn'īng	crēa'tūre	wēav'ēr

LESSON 91

pēas'ant	drēad'ful	tēa'pōt	ăp pēal'
rēa'son	rē vēal'	plēas'ant	sūg gēst'
grīd'dle	thrēat'en	thīr'tēen	glīt'tēr
pēd'dlēr	căp'tive	ūsh'ēr	fōur'tēen
bā'bŷ	bā'bŷ	mī'nūs	pās'tŷ

LESSON 92

mīrth	făg'ôt	gûr'gle	sēr'mòn
fīue	fră'cas	găm'ūt	fôt'nīght
lōd'ge	īm plōre'	ēn tīre'	En'glīsh
lâir	lòv'ă ble	mē'tēr	hēr'dīc
īse	fâir'y	fīl'ly	fôt'tī ēth

LESSON 93

flāil	frăg'ile	gīr'dle	hăt'tēr
hōard	īn clīne'	lōb'bŷ	kīd'năp
flōwn	măd'am	mīght'y	tăd'pōle
knēad	fēt'tēr	līs'ten	lō'cal
heārth	frow'zŷ	glū'eŷ	fûr'thēst

LESSON 94

hūge	in clūde'	join'ēr	ē vēnt'
lōbe	măd'den	mīm'īc	mīx'tūre
jēer	fīc'kle	flūt'tēr	ēx hāle'
skein	fūzz'ỹ	mī'sēr	hēif'ēr
^(s) flōss	in sure' ^(sh)	jū'rỹ	mīs'ēr ỹ

LESSON 95

kēel	măx'īm	māy'qr	kēr'chīef
grōom	fīdg'ēt	fōr sāke'	fō'lī āge
smūdge	gaud'ỹ	fāt'ten	hēn'nēr ỹ
ī'dql	jōg'gle	lōck'ēr	knōwl'ēdge
sēt tēe'	sī'lence	grīz'zlỹ	fīf'tī ēth

LESSON 96

mōr'sēl	pul'lēt	pār'son	pār'ā sōl
mōr'tal	nūg'gēt	pār tāke'	pīck'ēt
mōt'tle	mīn'ēr ȧl	pās'trỹ	pē'ō nỹ
mūg'gỹ	nūrs'ēr ỹ	pēr'īl	pō'lō
nā'tive	rē fūte'	shān'tỹ	pōrt'lỹ

LESSON 97

reign ^(s)	prō fāne'	rānch	rēd'den
prāte	prō fēss'	rānge	rē'gion
prey ^(s)	prōs'pēr	rōam	rē grēt'
psālm	prōv'ērb	shāb'bỹ	pōst'ȧl
mỹth	rē cōrd'	weight ^(s)	sīm'ī lȧr

"He is most powerful who is able to control himself."

LESSON 98

rê lâte'	rê bël'	scrēech	scāre
rê pâir'	rêb'êl	mũmps	Săb' bath
rī'fle	rō'tâte	scămp	să lōon'
rō'dent	mũd'dỹ	săint	săfe'tỹ
rōgw'ish	rũg'gêd	scald	scōrn

LESSON 99

ê lūde'	păd'dock	pōr tēnt'	tũn'něl
tũ'níc	trōl'leỹ	trăv'êl ěr	stă'měn
shăm'ble	rê tōrt'	prēs'sũre ^(sh)	guĩd'ance
grōv'el	dê cō'rũm	dē'çent	cōn tēnd'
chũb'bỹ	snũg'gle	vĩ'siōn ^(zh)	vĩg'ľ

LESSON 100

âir'ỹ	ăr'bũ tũs	al'tar	běl'lōwş
ălmş	ăs çend'	ărc'tic	bĩd'den
al'tēr	ăt trăct'	ă'rê ă	bĩ'sōn
blōtch	băt'tēr	ăt'las	bōb'bĩn
ă'pěx	ăn noy'	ă tōl'	al'mă năc

LESSON 101

bō'ă	bũlge	bũr'rōw	că'rět
bōg'gỹ	bũlk	căn'ôn	sōg'gỹ
bribe	bũng	căst'ěr	chăr'í ôt
pōt'ăsh	buoy	cătch'ũp	çēm'ê těr ỹ
bũlb	bōar	că'r'ol	căv'al rỹ

“Wisdom is the principal thing; therefore get wisdom: and with all thy getting get understanding.”

LESSON 102

chär	chĩp'mũnk	cũr'rỹ	cõn tĩn'ũe
chõre	çĩt'ĩ zen	cõn'dõr	cõ rõl'là
clång	clũt'tẽr	slẽn'dẽr	crãn'bẽr rỹ
clẽrk	cõ'cõa	shrũb	rẽ coil'
clĩnk	cõm mĩt'	vẽs'trỹ	crĩn'kle

“Speak only when you have something worth saying.”

LESSON 103

crõck	cũ'rĩ oũs	dĩ'à rỹ	dũn'gẽon
crõtch	dãp'ple	crũm'ple	ẽa'sel
cruĩse	dẽ crẽase'	whĩt'tle	ẽf'fort ^(d)
clũtch	dĩs ã'ble	drõss	ẽm'bẽr
dõze	drow'sỹ	ẽa'gẽr	ẽn dũre'

“The conquest of evil habits is a most glorious triumph.”

LESSON 104

new'lỹ	tãc'tĩcs	slỹ'nẽss	lãr'vã
slãn'dẽr	gẽn tẽel'	ãd vĩse'	rẽ cãll'
wã'gẽr	ĩn vãde'	põ'ẽt rỹ	bẽn'ẽ fĩt
stũm'ble	tõr'tũre	ã bĩl'ĩ tỹ	wẽa'rỹ
wẽa'rĩ lỹ	lĩm'ĩt ẽd	sau'çẽr	lounge

"He who knows not how to economize is a perpetual slave."

LESSON 105

păn'sŷ	ăsh'ěş	pŭb'lic	cow'slip
vīg'qr	blis'těr	pärs'nĭp	pô tā'tô
ěx pĭre'	pul'pĭt	pŭmp'kĭn	wa'těr fall
ě vāde'	stŭ'pĭd	tŭr'nĭp	fŏr gŏt'ten
ě'thěr	dĭ rĕct'	ŭse'ful	dě ċĭd'ěd

LESSON 106

à round'	ôf'fĭçē	ăf fâir'	cŭr'few
hŏr'nĕt	cŏr'al	dŏç'ile	bĭl'lŏw
ěx'trā	rĭd'dle	ŏp'tics	cŏn nĕct'
dĭs trĕss'	lĕc'tŭre	clĭp'pĕr	päs'siŏn
ěx pŏŷe'	nĭm'ble	clĭ'mâte	cŭs'tard

LESSON 107

fŭm'ble	sĕ vĕre'	pru'dençe	ôr'chard
păck'ăge	hăr'rŏw	mĭn'nŏw	hĕr'rĭng
à grĕe'	yawn	fŏd'dĕr	wăg'ŏn
wăk'en	wad'dle	à blāze'	drĕar'ŷ
dŭr'ĭng	ră'zqr	hâte'ful	dăz'zle

LESSON 108

Dictation

Lost, yesterday, somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever. — HORACE MANN.

"If you cannot take the lead, take care not to be the last."

Abbreviations

A.M., Before noon; Master of Arts	ans., answer
lb., pound	Wm., William
Mr., Mister	oz., ounce; ounces
St., Street	Gov., Governor
Gen., General	U.S., United States
A.D., In the year of our Lord	U.S.A., United States of America
Co., Company; County	gal., gallon
Rev., Reverend	Messrs. (<i>Messieurs</i>), Gentlemen
P.M., Postmaster; afternoon	Mrs., Mistress
Geo., George	P.S., Postscript
Dr., Doctor; Debtor	Prof., Professor
R.R., Railroad	qt., quart
inst., instant	Fred., Frederic

LESSON 109

Copy the following sentences, using complete words in place of the abbreviations:

1. The Eng. East India Co. was established A.D. 1599.
2. Prof. Wm. Brown sold his land to the Union Pacific R.R.
3. My letter was directed to 25 Wall St., New York, U.S.A.
4. Geo. Johnson bought of Messrs. Ellis & Streeter 5 oz. of quinine.
5. Rev. Fred. Wilson and Ezra Scott, A.M., were appointed on the committee.

GRADE VI

Oral and Written Spelling

Follow the same plan as that suggested for Grade V, viz., oral and written work about equally divided. In oral spelling pronounce syllables.

Exercises like those indicated in the first part of the book should be used almost daily.

GRADE VI

"Those are generally the best governments where the best men govern."

LESSON 110

Dictation

Our chief want in life is somebody who shall make us do what we can. This is the service of a friend. With him we are easily great. There is a sublime attraction in him to whatever virtue is in us. How he flings wide the doors of existence! — EMERSON.

Names of cities

Pă'r'Is	Tō'kỹ ơ	Vĩ'ễn'na	Căl cút'tạ
Pē kỉnh'	Mạ dră's'	Glă's'gōw	Brōōk'lỹn
Běr lĩn'	Mỗ's'cōw	Chị cạ'gō	Lĩy'gr pōōl
Nă'pleș	Lòn'don	New Yōrk'	Phĩ ă dẻl'phĩ ă
Căn tơn'	Bỗm bāy'	Hă'm'bũrg	St. Pẻ'tẻrș bũrg
Bỗ's'ton	New'pỏrt	Să'r ă tỗ'gạ	(sănt) Wash'ĩng tơn

Write the name of the country in which each of these cities can be found.

"If you wish to appear learned, endeavor to become so."

LESSON 111

Names of countries

Pə ru'	Brə zıl'	Cô lüm'бі а
Chī'le (ā)	Ėc uā dōr' (w)	Věn ę zuē'lā (w)
Ā lās'kə	Ū ru guay' (w)	Ūnīt'əd Stātes
Guī ā'nä	Pä rä guay' (w)	Brīt'ish Ā mēr'ī cə
Yü cä tän'	Bə līv'ī ā	Čěn'trəl Ā mēr'ī cə

Write the name of one city in each country.

LESSON 112

knōw	ēast'ĕrn	hāil'stōne	läugh'ing (t)
wrēak	měaş'ŭre	čĕr'taĭn	rĕ nounçe'
äunt	bĕ nĕath'	blēak	doŭb lōon'
could	ĭn stĕad'	quēer	läun'dĕr
ăp'ple	quĭv'ĕr	lēaveş	läun'drŷ

LESSON 113

plough	au gŭst'	prāi'rĭe	sŭr round'
pŭr loin'	lĭt'tle	doubt'fŭl	trĕa'son
cōugh (t)	dĕal'ing	Quāk'ĕr	fĕar'fŭl
quēen	quar'rĕl	naugh'tŷ	prō nounçe'
scrēam	dĕaf'en	wrĕnch	fōur'scōre

Contentment is a pearl of great price, and whoever procures it at the expense of ten thousand desires makes a wise and happy purchase.— J. BALGUY.

LESSON 114

quēst	fēar'lēss	wrist	toūgh'en ⁽ⁿ⁾
drēam	cūdg'ēl	prēach	dīs coūr'āge
quīd	mēa'slēš	quill	fēa'tūre
scoūrge	dēath'lŷ	quīck	moun'tain
frēak	mēan'ing	heārt	cōurt'lŷ

LESSON 115

dīs ēase'	hēath'ēr	crēam	quar'tēr lŷ
wrēst	cāi'tīf	bound	foun'tain
gnāsh	ēar'nēst	spout	coun'çil
quīt	fāir'nēss	wring	plāteau' ⁽ⁿ⁾
quilt	lēav'en	ēar'lŷ	coun'sēl

LESSON 116

Homonyms

A *homonym* is a word having the same sound as another, but differing from it in meaning.

bēr'rŷ	hēard	fowl	lēaf	ehoīr
bur'ŷ ⁽ⁿ⁾	hērd	foul	kēf	quīre ^(w)
pēel	bērth	hēal	mēat	rŷe
pēal	bīrth	hēel	mēet	wrŷ

Fill the blanks below with suitable words from the list:

1. The king was rejoiced at the — of a son.
2. While going down the road he — the — of a bell.
3. The — of cattle trampled down the field of —.
4. He made a — face when he tasted the —.
5. The — was to — before church for a rehearsal.

LESSON 117

cũt'tĩng	chănd'lěr	tăc'kle	tăr'dĩ lý
tăr'rỹ	tăs'sel	vă'câte	vă'grănt
vă'l'ĩd	vă'cănt	văin'lỹ	ũn ợiv'ĩl
tạ/ked	tăn'něr	ũn drẽss'	ũn couth'
tāk'ĩng	ũm'pĩre	ũn clēan'	tẻl'ẻ grăm

Write sentences, using the words *telegram*, *uncouth*, *tarry*, *vagrant*, and *valid*.

LESSON 118

The apostrophe is sometimes used to indicate the omission of a letter or a number of letters from a word; as, *o'er* for *over*; *don't* for *do not*.

ăre n't	dĩd n't	hẻ's	ĩ'm	't ỉs
căn't	ẻ'er	hăd n't	ỉs n't	't wạs
't wỉll	hẻ 'll	ĩ 'll	ẻt's	shăn't
dồn't	hăve n't	ỉt's	shoułd n't	wồn't
dỏes n't	hắs n't	ĩ've	mă'am	nẻ'er

1. Copy each of the above contractions, and opposite write the word or words for which it stands.
2. Use these contractions correctly in sentences.

“By the faults of others wise men correct their own.”

LESSON 119

Synonyms

Synonyms are words which have similar meanings ;
as, *droll, comical ; forgive, pardon.*

sōurce	spā'ciōs	skīll	shūd'dēr
trēm'ble	smóth'ěr	rōm'y	frānk'něss
sō līç'īt	sīn çēr'ī tỹ	skēтч	ør'ī gīn
ěx prěss'īve	děx těr'ī tỹ	stī'fle	sīg nīf'ī cąnt
dē līn'ē āte	sīm plīç'ī tỹ	ěn trēat'	nāt'ù ral něss

Copy the words in the first and second columns,
and write opposite each word its synonym, which may
be found in the third or fourth column.

LESSON 120

cūt'lěr	rāf'fle	çy'cle	dē fault'
quōte	dē bąuch'	tūs'sle	pärt'něr
rā'çēr	quāint	sām'ple	īn dīte'
pā rōle'	fa'con	rān'sāck	sāl ē rā'tūs
quāke	gỹ'rāte	rāp'id lý	sāl vā'tiōn

LESSON 121

floūr'īsh	coūr'āge	quīte	qual'ī tỹ
boun'tỹ	cān'dỹ	shoułd	mōurn'fųl
trou'ble	dēal'ěr	quīre	rough'lý
coun'ties	coun'tỹ	hěalth	quīck'stęp
sou'thern	cōn'cōrd	strēam	blān'kět

"Whether you read or listen, be strictly attentive."

LESSON 122

ěx pënd'	rěg'is těr	fīrm'něss	shòv'el
cŭl'prīt	tī'tle	dīp'pěr	jěl'lŷ
pōk'ěr	sciŝ'sqrŝ	voīce	dě nōte'
pēa'cōck	pŭd'dle	pīc'nīc	pār'trīdže

LESSON 123

ŭn'děr	īn'stant	īn sīst'	rō būst'
rěg'ŭlār'	ěx ām'īne	kīng'dòm	sěv'ěr ǎl
plās'těr	răt tăn'	ěn'trŷ	drāw'ěr
ě rāse'	dīg'īt	çěl'lār	bě cōme'
jŭn'kět	fōl'lōw	měr'rŷ	ǎx'īs

LESSON 124

măg'nět	dě plōre'	cŭrt'sŷ	dī'à lōgue
lē'věr	pŭ'trīd	smīrch	pōn tōōn'
mīdġ'ět	fīz'zle	grōwth	scrām'ble
căn'kěr	guārd	squab	mōd'ěr āte
rě mōte'	fīlth	squall	mār'vėl oŭs

LESSON 125

sīgn	pěr plēx'	chīŝ'ěl	à vāīl'
pŭ'nŷ	lŭ'nā çŷ	căn'dle	ǎg'āte
pīl'grīm	měn'āçe	bŭx'òm	cōn vey' (ā)
ō'à sīs	chās tīse'	sě çēde'	răn'sòm
vě'hī cle	mām'móth	trăn'sòm	ōb jēc'tiōn

LESSON 126

sē'rī oūs	cōm pōšē'	āf flīct'	mōd'ēs tŷ
prōd'ī ġŷ	chūc'kle	mōl'lūsk	chīl'drēn
spēc'ù lāte	sŷm'bōl	lāg'gārd	cōn'quēr ^(k)
toi'lēt	lēt'tuče ⁽ⁿ⁾	ān'čēs tōr	tēs'tā mēt
nūp'tiāl	sēn'iqor ^(y)	brīn'dle	īn spīre'

LESSON 127

snēer	mū'tī nŷ	cōm pēl'	āb sōrb'
rād'ī cāl	tēn'siōn	blīz'zard	mās'tīf
āg'īle	hoist	chāp'ēl	rāt'ī fŷ
ā'cre ^(kār)	hōv'ēl	cōn tēnt'	gēn'īūs ^(y)
fīlm	glēam	ār rāngē'	flū'īd

LESSON 128

ēn tiče'	bānk'rūpt	bānd'āge	tōr nā'dō
hōr'rōr	fān'čī ful	ān'thēm	sēn'sī ble
grā'cioūs	prīc'kle	prēs'ī dent	ād'mī rāl
būf'fā lō	fōr'wārd	ād jūst'	līb'ēr āl
slōv'en	fōr gīv'en	prē mīše'	pēn'ū rŷ

LESSON 129

rā'tiō	mā'jor	war'blēr	fēd'ēr āl
sāl'lōw	rē sēarch'	fūr'rōw	mā rīne'
hāz'ard	sŷl'vān	tūr'rēt	dōle'ful
rē flēct'	fōr'trēss	dīs trāct'	ē tēr'nāl
mīr'rōr	cār'v'ēr	āc'tū āl	splēn'dīd

"Write your injuries in sand, your benefits in marble."

LESSON 130

ăb hôr'	spîn'ăch	Ăt lăn'tic	vên'î son
lă pěl'	mŭs tâçhe' ^o	ăv'ěr âge	hîs'tô rŷ
căp'stăn	lê'gion	dîs'count	tô gêth'ěr
hă'ven	trou'sŷers	ghăst'lŷ	coûr'tê oŭs
ěn'sign	çŷ'clōne	lęg'ă çŷ	pê tî'tion

LESSON 131

ăb'scëss	spîn'ět	trôm'bōne	dî'ă mōnd
ă dōre'	çît'rôn	sŭb'stançe	çŷ'l'în dēr
tŭ'tor	ă lert'	ôb tŭse'	tăp'î ô'câ
pă'thōs	jōs'fle	trŭn'dle	ěv'î dent
ûr'gënt	Mêx'î cō	Chrîst'mas	mô lăs'sēs

LESSON 132

plŭm'âge	plŭ'ral	scrăb'ble	pōse
prô çës'sion	prôç'ëss	sîm'měr	prîme
prô prî'ê tōr	prô clăim'	sō'ciă ble	prōne
prôs'trăte	prô cŭre'	sěv'en tî êth	răl'lŷ
prô vîde'	prō'grăm	pŭl'ver ize	rěalm

LESSON 133

rê'bŭs	rê mît'	rîv'ět	rê vërse'
rê'çent	rê quîre'	roy'al	rê volve'
rê cline'	rê sŷerve'	săge	scên'ěr ŷ
rê fěr'	rê sŷist'	săp'pŷ	scënt
snăf'fle	rê'tăil	scănt	scëp'tër

"A merry heart maketh a cheerful countenance."

LESSON 134

scrip̄t	shăt'/těr	skŭlk	snôrt
scrüb'/bÿ	shēath	slime	snŭf'fle
scŭll	shēer	slŭg	söl'/děr
scŭt'/tle	shöd'dÿ	slûr	späv'/ÿn
shăc'kle	shrĭll	rein	thrôt'/tle
	(B)		

LESSON 135

spēc tã'tor	splice	sŭb'/jěct	tēm'/pěst
sprĭght'/lÿ	sprawl	sŭc'tiön	těn'/dön
stăt'/û â rÿ	spŭrn	ÿn fŭse'	thrĭll
străn'gle	stã'ple	tăn'něr ÿ	těl'ê grãph
stüb'börn	stär'rÿ	ĭrk'söme	tăx ä'tiön

LESSON 136

rê störe'	shŭt'/tle	sŭ'ÿ cĭde	vã nĭl'/là
sĭgh	sŭl'len	wãive	rê strãin'
sŭp pōrt'	whēeze	rê tãrd'	sĭn çere'
wrăn'gle	prěv'â lęnt	sĭr'loin	sŭr pãss'
swōop	wrōught	rĭg'ĭd	sĭz'zle

LESSON 137

slãke	tăn'trŭm	tŭ rēen'	scŭrf
tãint	twēē'zěrş	sê dãte'	slōth
twĭt'/těr	sĕn sã'tiön	smăt'/těr	tãl'òn
sĕnse	smĭte	vã lise'	tã'pěr
sĕrf	smöl'děr	rãn'dòm	văc'çĭ nãte

" Too much leisure makes us listless ; too little exhausts us."

LESSON 138

snũb	străg'gle	tõn'sıl	rĩ'vǎl
sõle	trěa'dle	trĩ'ple	strĩn'gęnt
rõan	rõ'tà rỹ	spĩr'ıt	stũb'ble
roușe	sprĩnt	stũ'dęnt	tũr'bǎn
ru'by	stěr'ile	stũ'pě fỹ	thrěsh'õld

LESSON 139

tǎt tōo'	strěss	sě'riěș	rũf'fiǎn ^(y)
strĩde	sew'ǎge	rũm'ple	tașw'nỹ
shělve	rũs'tic	těr'rǎșe	strõll
sǎl'ǎ ble	těr'rqr	strõp	shrěd
scǎb'bǎrd	thěnșe	stũd'ỹ	shrine

LESSON 140

creed	drũdge	fěs tōon'	grǎd'ũ ǎl
mõr'tise	Dru'ıd	fıl'lět	grǎn'ǎ rỹ
cru'çĩ fỹ	dũ'lỹ	flũff'ỹ	hǎl'lõw
õc'tǎve	dũ'ěl	flõ'rǎl	hǎr'ǎss
cũl'věrt	ě jěct'	fõr'çęps	hěr'õ ĩne

LESSON 141

děc'õ rǎte	dũ'rǎ ble	flāy	guĩld
dě fěct'	ěl'ě vǎte	flĩrt	heärt'ỹ
dě fine'	ěm bǎrk'	flũme	hĩth'ěr
dě frāy'	ěm'pĩre	foil	hõar'ỹ
dě lĩ'cioũs	rěnt'ǎl	foul	hỹ ě'nǎ

"Good nature, like a bee, collects its honey from every herb."

LESSON 142

dê mând'	ê nū'měr āte	found'rỹ	ĩd'ĩ qt
dē'tāĩl	ēp'au lēt	gām'ble	ĩg nĩte'
grāv'ěl	ē qual'ĩ tỹ	gām'ĩn	ĩm pārt'
dĩs'cōrd	ēs'seŋce	glād'den	hĩc'cough (cup)
dĩs māy'	drā gōōn'	gār'rĩ son	hĩ'běr nāte

LESSON 143

dĩt'tō	ěx tōĩ'	fū'rỹ	ĩm plỹ'
dōm'ĩ nō	fǎb'rĩc	fūŕe	ě mō'tiōn
drǎb'ble	fǎl'těr	glĩb	ĩm prěss'
drĩb'ble	měth'òd	gōre	ĩn'cōme
drought	mĩ'nqr	grĩst	ĩn dũlge'

LESSON 144

sār'dĩne	ǎs crĩbe'	ǎm'běr	ǎrch'ěr ỹ
ǎc cūs'tòm	ǎd hēre'	pǎs'sǎge	ǎr'gũe
rũd'děr	ǎ gōne'	rē věnge'	ǎr'nĩ cǎ
ǎm'nĩ bũs	ǎ lōōf'	ǎp plǎud'	ǎr'sě nǎl
ǎm mō'nĩ ǎ	ǎ mǎze'	ǎp pro'vǎl	blũn'děr

LESSON 145

ǎ cũte'	ǎs sōrt'	ǎt tĩre'	jũs'tĩce
ǎs'phǎlt	ǎs sũme'	ǎu'dĩ ble	ǎ wǎrd'
ǎs sěnt'	ǎs sũre'	ǎ věnge'	bāste
ǎs sěrt'	ǎt tǎĩn'	ǎ wāre'	bǎ'sĩs
ǎs sěss'	lōb'stěr	ǎu thōr'ĩ tỹ	bār'nǎ cle

"Tell me thy company, and I will tell thee what thou art."

LESSON 146

bělch	ěx'ért'	cǒn'věx	çér'tífy
çen'sũs	cām'bríc	běn'zĩne	bûr'lý
brídge	brăn'dĩsh	cār'bĩne	cǒn féc'tiǒn
bě quěst'	cau'cũs	cǒs'tũme	cǒn'sǒ nant
bũs'kĩn	créd'it	cǒb'ble	chām'pĩ òn

LESSON 147

bě sǒught'	cà fé	browse	całk'ěr
hăd'dǒck	⁽⁸⁾ blanch	coil	căt'ê ehĩsm
căt'â răct	chũnk	clămp	clǒth'iěr
clăp'bǒard	crāze	cǒde	⁽⁷⁾ dĩn'gý
⁽⁶⁾ clěr'gý	coin'ăge	cǒm'měnt	cǒm ply'

LESSON 148

găl'lǒws	frăn'tíc	ěx'ploit	lǒ'cũst
oys'těr	flick'ěr	dě șerve'	kĩn'drěd
frăc'tũre	guĩ tăr'	dě stroy'	mũ'tũ ăl
ă'gen çý	ĩn'stĩnct	měn'tiǒn	pǒs'sĩ ble
ăb'jěct	dĩs tĩnct'	loi'těr	rěf'ěr ęnçe

LESSON 149

prěf'ăçe	ěx'hǒrt'	bǒ'răx	hǒm'ăge
sĩ'phǒn	lĩz'ărd	băd'g'ěr	fûr'lǒng
rěp'tĩle	băn'jǒ	cǒn sǒle'	dě fraud'
scăn'dăl	băn'tăm	clěanșe	dǒc'trĩne
măs'sĩve	ăb'beý	grĩs'tle	fĩd'dle

LESSON 150

dê vour'	à dôrn'	côn sênt'	êp'ôeh
dân'gêr	mê'tê qr	côn spîrê'	bûlk'ÿ
clau ^s se	ô'dî oûs	crây'ôn	crâ'zÿ
çÿm'bał	lăs'sô	bur'ÿ ăł	û'nî sôn
dîs pênse'	spêc'kle	ăn'guîsh ^(s)	săl'ăd
		(w)	

LESSON 151

dûmp'ling	çîs'têrn	ăth'lête	rê çêde'
trăv'êrse	cô'r'dîăł ^(j)	prê vâil'	Măł têșe'
sÿr'înge	cê'rê ăł	scûf'fle	ôr'ă tô rÿ
pîn'çêrș	lîq'ûqr ^(k)	rê pûlse'	ăl'gê bră
rê nown'	tăv'êrn	sê rêne'	ăg'ÿ tâte

LESSON 152

să'lîne	săł'tîsh	frîend'lêss	frîend'shîp
cô cōon'	căr tōon'	dî'ă dêm	lîb'êr âte
fêe'ble	Gêr'măn	crôak	străd'dle
crîm'șon	sûs tăin'	băr'gain ^(s)	sûb lime'
ăl lûde'	găr'rêt	că nôe'	shăd'ôw

LESSON 153

clûm'șÿ	sîn'ew	crÿs'tăł	brêv'ÿ tÿ
făr'thîng	vêr'siôn	ă rê'nă	pî'râte
rê prôach'	dê çêit'	çê mên't'	sô pră'nô
yêarn	ăç'ÿd	dû'tî fûł	yoûng'stêr
dîș cêrn' ^(z)	ă bôard'	pûm'ÿçe	ăp pêar'ănce

LESSON 154

ěn rōl'	ěn shrīne'	těr' mĩ nāte	lū' mĩ nā rỹ
wal' rūs	rě spōnse'	blōt' těr	rě lēase'
thrōat	āt tēmt'	ăn' swěr	dīs pūte'
tru' ant	brī gāde'	prō fūse'	dīs' tance
à dēpt'	tōl' ěr āte	r/hu' bārē	fěr' rule ⁽ⁿ⁾

LESSON 155

Bī'ble	trī' ūmph	sěl' dōm	fěl' lōw
fault	ě lāpse'	dăn' gle	twīnge
shēars	ěn' ěr gỹ	sěr' pent	yēast
plēdge	fīc' tīon	rām' pārt	aīslē
deign ^(a)	bīl' iōūs ^(y)	trāns lāte'	ba/k

LESSON 156

īn fēr'	lū' nar	jāde	nōv' el
crēs' gent	īn vēst'	lỹre	mōn' ĩ tqr
crō chet' ^(a)	mois' tūre	māize	ōc tā' vō
jăn' gle	ōp prēs's'	lāx	mān' lĩ nēs's
jōck' eỹ	lūnch' eōn	lēash	ōp' tīon

LESSON 157

pīp' pīn	mān' tel	mōōd	ōb lique' ^(k)
pēs' tle	mās' cōt	mōōr	ōb scēne'
joūr' nāl	mā' trōn	naught	mỹs' tīc
joy' oūs	mēd' ĩ cāl	mūse	pār' ā lỹze
jūn' gle	mēet' īng	mīlch	ōr' nā mēt

"Hidden hatred is more dangerous than open enmity."

LESSON 158

mōde	mēm'ò rīze	mū'coūs	ō'vāte
kīln	mēs'sēn ġēr	mūs'kēt	pāl'līd
knäck	mī'grāte	mūs'tēr	pär'boil
knīght	mīl'lión (y)	īn vōke'	pāt'ęnt
pīv'ót	mōd'ěrn	nā'vāl	pēnd'ant

LESSON 159

lā'vā	nīg'gard	mēre	pēn'siōn
lāt'tēr	nōn'sēse	mēsh	īr'rī gāte
mō'tīve	nū'měr āte	fəwn	īn jū'rī oūs
jū'rqr	nū'měr oūs	fēast	jū've nīle
līt'tēr	nīne'tī ēth	mū'çī lāge	phÿs ī ōl'ò ġy

LESSON 160

Abbreviations

C.O.D., Collect on Delivery
 Alex., Alexander
 Jas., James
 M.D., Doctor of Medicine
 bbl., barrel
 Jos., Joseph
 Lat., Latitude
 E., East
 S.A., South America
 Vol., Volume
 No., Number
 Robt., Robert
 W., West

Cr., Credit
 Benj., Benjamin
 Esq., Esquire
 Long., Longitude
 N.A., North America
 Rec'd., Received
 Thos., Thomas
 Dan., Daniel
 N., North
 Sam., Samuel
 Theo., Theodore
 Supt., Superintendent
 S., South

"The greatest man living may stand in need of the meanest."

LESSON 161

Copy the following sentences, using complete words in place of the abbreviations:

1. Benj. Franklin, Alex. Hamilton, and Dan. Webster were great statesmen.

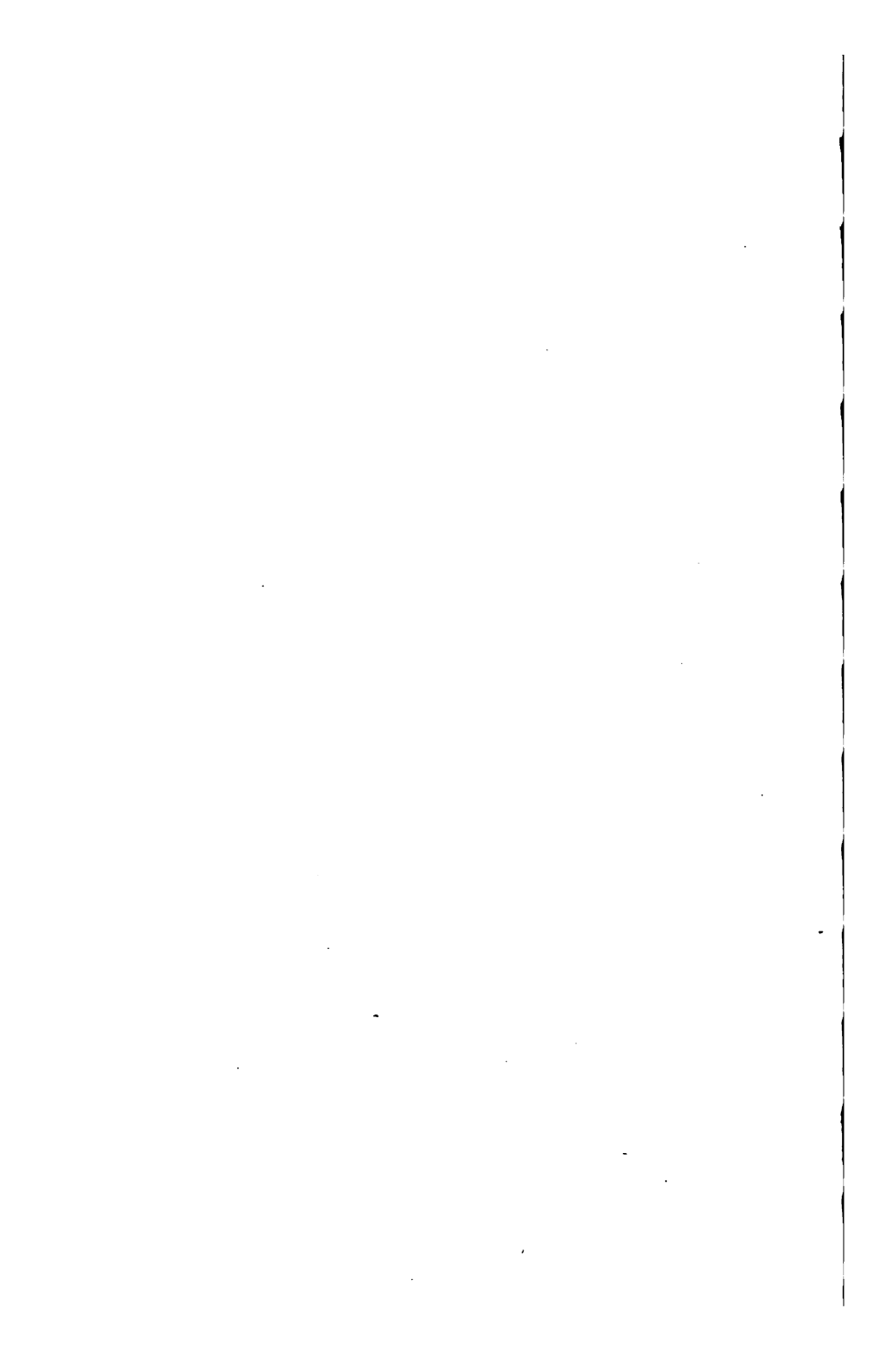
2. Jas. Russell Lowell, the poet, lived in Cambridge, Mass.

3. The ship was lost off the coast of S.A., in Lat. 30° Long. 40°.

4. Write five sentences, using five other abbreviations from the foregoing list.

Dictation

No man can tell whether he is rich or poor by turning to his ledger. It is the heart that makes a man rich. He is rich or poor, according to what he *is*, not according to what he *has*. — BEECHER.



GRADE VII

Written Spelling

1. Pupils should prepare for their written exercises in spelling by using each word in a sentence and then writing the sentence with care.

2. Use nearly every day one or more of the exercises in the first part of the book.

3. Require each pupil to keep a list of his misspelled words for ready reference, and use these lists for oral review exercises until the words are thoroughly learned.

GRADE VII

"Be faithful to the memory of your ancestors."

LESSON 162

hôn'ēs tỹ	ĩn'jũ rỹ	splẽn'dqr	squir'rėl
ĩm pŏr'tant	här'vēst	spĩn'dle	stŏck āde' ^(s)
ŏ pĩn'ĩon ^(r)	gär'ment	war'rant	těx'tũre
měr'cĩ ful	lĩv'ěr ỹ	dě scribe'	lũm'běr
dě pënd'ent	dĩs pātch'	dām'şel	mār'rŏw

LESSON 163

mā tũre'	nŏz'zle	knŏt	cŏn vĕrt'
năph'thā	nỹmph	knŏll	rĕ būf'
lā'bqr ěr	mŏ'tiŏn	wĩthe	tāunt
ŏm'ĕ lĕt	pĕēr'āge	joist	tān'gle
sehĕd'ũle	cŏn ċĕit'	nĩche	spĩ'ral

LESSON 164

spāsm	rĕ ċĕipt'	cŏn ċise'	ăc quĩt'
sŏothe	răp'tũre	cŏm'plĕx	ă bỹss'
stĕalth	ĕl'ĕ mĕnt	cũ'pŏ lā	săl'vāge
lŏam	dĩs ăs'tĕr	bũl'lĕ tĩn	săt'ĩre
shroud	dě nounċe'	prāyer	ă dŏp'tiŏn

LESSON 165

bă'r'ri ěr	sēi'zûre	pēd'ī grēe	pēt'rī fȳ
à sȳ'lũm	sēr ē nāde'	să'n'guīne ^(w)	õb lĩ gā'tiõn
ā'mĩ à ble	rēv'ēr ęnce	mõs qu'i'tõ ^(k)	rē lĩ'ance
cõn vērse'	rēc'tĩ tũde	lăv'ĕn dēr	prõ hĩb'ĩt
cõn vũlse'	prõb'à ble	săr'căşm	pēr pēt'ũ ăl

LESSON 166

tăr'gēt	cõn fūşe'	căv'ĕrn	jǔg'glĕr
tũ'mũlt	là mĕnt'	ăf frõnt'	clăs'sic
vũl'tũre	mĩs'siõn	pĕr'fũme	cũr'rĕnt
dĩs mĩss'	õc'cũ pȳ	mũm'ble	põr'rĩdĕge
cõn dĕnse'	pĕr sĩst'	ĩn'vâ lĩd	ăp păr'ĕl

LESSON 167

à bĩde'	feign ^(s)	hăr'bqr	rēc'tqr
blũs'tĕr	ehăşm	hõl'ĩ dăy	sĕx'tõn
brĩs'fle	chiĕf	sĩc'kle	fră'grănt
cõn found'	flĩght	põr'trăit	nõ'tĩ fȳ
cõn vĩnce'	gauze	sĩg'nĩ fȳ	jew'ĕl ěr

LESSON 168

păr'çel	cõn fine'	lăth'ĕr	păint'ĕr
hõs'tlĕr	căs'kĕt	ĩn vĩte'	răv'ăĕge
fõn'dle	băb'ble	mũf'fle	shũf'fle
flă'vqr	brĩ'dle	nĕē'dle	põul'try
găr'tĕr	ăm'ple	mũz'zle	pũz'zle

LESSON 169

sûr'geon	ăl lied'	sím'ple	crawl
bóth'ěr	boş'óm	rě vîve'	lōathe
cóm plēte'	crā'dle	pōr'tion	nōose
pōş'ĩ tîve	hăr'rěl	rěck'on	lŷnch
cā'pā ble	pŭn'îsh	sew'ěr	gōurd

LESSON 170

quay (kə)	bēa'dle	quar'tō	bāil'îf
hâsp	quē'rŷ	quā drillē'	bāil ēē'
pri'ō rŷ	bāil'ā ble	wrēs'tle	bāil'î wîck
quēnch	mēa'gěr	maud'lîn	lău'rē āte
qŷeue (k)	mēa'slŷ	aus tēre'	coûr'tē sŷ

LESSON 171

shēathe	ăn nounçe'	grouse	count'lěss
jās'mîne	au'bŭrn	quēēr'lŷ	qui ē'tŭs
quîz	lău'rěl	doŭb'lět	rět'î çent
quē'rîst	çou'găr	pounce	çou'rî ěr
coun'těr	quāint'lŷ	bōul'děr	quan'dā rŷ

LESSON 172

çou'pŏn	quîck'sănd	foul'něss	quan'tî tŷ
pěr tăin'	draught (n)	sîeve	coun'těr feît
wrēath	wrăp'pěr	quā'věr	qual'î fîed
rē liēf'	săun'těr	bēa'con	quăd'rŷ ple
quāil	jēal'ōŭs	prō cē'dŭre	boun'tî ful

"Be in reality what you would appear to be."

LESSON 173

sā'tī āte (sh)	niēçe	quar'rỹ	pēr'īl oũs
piērçe	quāg'mīre	tōn'nāge	bē siēge'
quartz	quī'nīne	hāunch	mēas'ured
gnōme	quād'rānt	hēarse	mēas'ūr ēr
scāp'ū là	scāv'ēn gēr	shēaf	mēas'ūr īng

LESSON 174

ēeh'ō	ār cāde'	āp plaūse'	brōnze
skew'ēr	fāint	dīg'nī fỹ	whīne
ru'mqr	tōast	fāl'sī fỹ	scārçe
fāc'tō rỹ	swōōn	tāp'ēs trỹ	scowl
ūr'chīn	daub	vī'ō lāte	route

LESSON 175

ā dūlt'	fīr'kīn	hỹ'phēn	brīg'and
czār	fraud	mān'ū āl	pōm'mēl
rē priēve'	prē tēnd'	ūs'āge	gāl'lant
mūs'līn	ās pīre'	stew'ard	dē fēat'
rē hēarse'	brēach	fīc'tiōn	fīān'nēl

LESSON 176

dē cline'	ū tīl'ī tỹ	īn trude'	īm'ī tāte
ēn'mī tỹ	tēr'rī fỹ	lēx'ī cōn	ē clīpse'
ēb'ō nỹ	cīr'cū lāte	mē'dī ūm	frū'gāl
sỹmp'tóm	cōn strūct'	mū sē'ūm	hū'mqr
cāl'cū lāte	sāc'rī fīce	rūm'māge	scoun'drēl

"No evil action can be well done, but a good one may be ill done."

LESSON 177

slouch	hỗ's'tile	feūd	tāl'gnt
trō'phỹ	făm'ine	drēdge	věn'ture
hōarse	dīs guīse'	yacht	wēap'ôn
būs'tle	drăg'ôn	whōop	tỹ'rănt
grūdge	ēm brăçe'	squēak	stīr'rũp
hăz'ard	lăt'tice	līn'gěr	răt'tle

LESSON 178

rěl'ict	băl'ūs těr	slăt'těrn
gă zělle'	jô cōse'	īn hăb'ĩ tăt
pěn'ĩ tęt	mĩz'zen	bě g'ln'nĩng
neū'tral	ă rĩth'mě tĩc	dīs cūs'siôn
tūr'moil	pěn'ănçe	neū'těr
īn'stru mēt	jū'nĩ pěr	rēc ôm mēnd'
jū'bĩ lēē	jō'vĩ ăl lỹ	pôr'poise (n)

LESSON 179

dīs'tăf	būr'dock	dĩ rēc'tiôn
Căp'ĩ tōl	gěn'ěr âte	něg lēc'tful
bĩn'nă cle	ěn'vĩ oũs	dē nôm'ĩ nă tợ
dĩ rēc'tợ	văn'quĩsh	nū'měr â tợ
ěn'vĩ ă ble	dē nôm'ĩ năte	dĩ'ô gēsē
trēs'tle	dīs'lô căte	coun'těr sīg
tăr'ĩf	gê ôg'ră phỹ	căp'ĩ tăl

"Those only are faithful who are strictly just and true."

LESSON 180

plũmb'ěr	cõn çern'	dẽ nĩ'ǎl
lăn'těrn	ǎr rěst'	ĩn sõi'vęnt
lěg'ěnd	bǎn'quět	kǎn gǎ rōō'
kěr'něl	ĩn sǎn'ĩ tỹ	çĩn'nǎ món
còm'pǎ nỹ	dẽ spĩse'	hědǵe'hǒg
grăt'ĩ fỹ	bõl'stěr	ǵĩ rǎffe'
bǎl'ǎnçe	bõt'ǎ nỹ	pǎ trõi'

LESSON 181

ǎ bǎn'dòn	poi'son	grǎd'ũ āte
cǎb'ĩ nět	phǎn'tòm	jǎ guār' (w)
děl'ě gǎte	ĩn'tĩ mǎte	rein'dēer
rě pũb'lic	děs'tĩ nỹ	(s) pôr'cũ pĩne
mǎj'ēs tỹ	õb şerve'	prě şerve'
pǎl'āte	vĩ'õ lęnt	ĩn dẽ pënd'ęnt
bũn'gǎ lów	õb scũre'	ĩm mǎ tũre'

LESSON 182

In writing the words of this and the three following lessons, separate them into syllables.

chǎttěr	děvoid	hǎmpěr	whětstōne
gĩmlět	hǎtchět	lěvėl	pròlǒng
ehēmĩst	pĩnçers	ǎugěr	běvėl
mǎllět	gǎuge	ǎssĩgn	halĩbũt
děgrǎde	měssǎge	cǎbōōse	(o) yětstěrdǎy

"Never blame a friend without joining some commendation with the reproof."

LESSON 183

pěrsimmón	offěse	röllěr	blāzon
blöckāde	päckět	sehōōněr	ghěrkín
mūshrōom	prōspěct	spīgót	lēathěr
mūskmēlón	rīgging	stēambōat	āstound

LESSON 184

trāct	slāvěř	chärtěr	nōvēltý
tquríst	swindle	mōwěr	nēglígēnt
vēmóm	věrdūre	sāble	mōurněr
cāckle	věřlý	pŭrchāse	mōreōvēr

LESSON 185

çhāgrín	fōrehēad	dēmōlīsh	dīrēctōř
thōrōugh	fūnērāl	īntērñāl	hūmīlītý
fōrtītūde	grātefūl	frēquēnt	īmpūlsīōn
glīsten	fīliāl (r)	īnhērīt	dīmīnīsh
brīllīant (r)	sūbtle	crōquet (kə)	cōntrārý

LESSON 186

drařt	flāg'ón	yēar'ly	mān'qr
fīēnd	waf'fle	drīz'zle	ōb trude'
dū ēt'	āf fīrm'	yār'rōw	pěr chànce'
wīēld	wā'l'lēt	wōv'en	āl'phā bēt
ā gainst' (ə)	ān'glěr	māg'nāte	ās sēm'ble

LESSON 187

bûr'gëss	vër'tëx	weight'ÿ ⁽⁸⁾	grät'ÿ tûde
stäunch	styl'ÿsh	gräy'ÿsh	à bûn'dant
soûgh _(n)	tät'tle	wäit'rëss	ÿn'fër ençe
dî'ët	grîs'tlÿ	lēan'nëss	à grēē'ā ble
drench	ā brēast'	wēd'ding	à grēē'ment

LESSON 188

vär'lët	war'fâre	ăn'ā grām	äd mît'tançe
cō'cōa	fœl'ing	dwëll'ing	ā māze'ment
fēr'rët	për hăps'	ănd'î rôn _(ûrn)	ā mûşe'ment
lûrch	răn'kle	lûm bā'gô	rā pîd'ÿ tÿ
tën'ët	rā'pî ër	pār'tî şan	lû'mî nous

LESSON 189

Mark the vowel sounds in the accented syllables of the words below:

lus'trouş	tend'en çÿ	ten'dër lÿ	rap'ÿne
por'oûş	cac'tûş	cus'tô dÿ	fi'bër
cā det'	scrib'ble	dam'āsk	can'dîd
clam'qr	sher'ÿff	dē lude'	cās cade'

LESSON 190

vîc'tqr	sûm'mît	stăn'zā	ÿn'cû bâ tqr
clō'vër	sûb sîst'	ÿn sîst'ent	lîn'ē āge
ā noint'	lîq'uî dāte	ëm'blēm	nă'tiōn ăl
pōl'ÿps	pār'ā grāph	şăm'rōck	ā wāk'en
ëm'për qr	hÿ'drō gën	frîend'lÿ	ôf'fër ing

"Sudden passion comes from timidity, pride, or ignorance."

LESSON 191

brěad	frěn'zŷ	ŏf'fěred	trā pēze'
guěst	ŏf'fěr	twīnge	Rūs'siān
griēv'ōūs	frīēnd	cām'ē ō	cōn sūlt'
rid'ī cūle	cōn'grēs	cāp size'	cōn'tāct
cār'cās	cōn sūme'	prē sūme'	frīēnd'lī nēs

LESSON 192

cōn'tēst	cūt'lěr ŷ	měr'cū rŷ	dō māin'
cū'rāte	rō mǎnċe'	těr'rī ble	fī nǎnċe'
pī āz'zā	thē'à těr	gīrth	gǎl'lóp
rē pēal'	dār'līng	fā'tal lŷ	flāt'těr
sēn'āte	rē sūme'	cōarse	hōl'lōw

LESSON 193

fěr'tīle	hūn'drēd	hīnge	dōl'phīn
pīs'tōl	ēs tēem'	stōr'āċe	cōn fīrm'
stūt'těr	brō cāde'	ād'vērse	crēd'ī tqr
sūp prēs's'	āp prōve'	āb rūpt'	cōn'stant
cōn sīst'	tēm'pēr āte	bīl'liōn (v)	sūr vīve'

LESSON 194

jār'gōn	mī lŷ'tiā.	ŏf'fal	plā tōōn'
mōd'ī fŷ	ŏp'ēr ā	prē'lūde	jāun'tŷ
ōr dāin'	prō'file	lā gōōn'	mōn sōōn'
prō pōċe'	lār'ċē nŷ	mōn'ō tōne	ō vā'tiōn
lā bō'rī ōūs	mōn'ō grām	ōr'dī nāl	prē'vī ōūs

LESSON 195

Mō'ehà	păç'ŷ fŷ	plī'ērş	lăx'ŷ tŷ
pà trōl'	poişē	lēğ'ŷ ble	mūs'tăng
pō'tiōn	līn'sēed	năğ'gīng	pēē'vīsh
līq'uē fŷ	năr cōt'ŷc	pē cūl'iar _u	pūb'līsh
năv'ŷ gâte	păr ē gōr'ŷc	pūl'sāte	lī bră'rī ăn

LESSON 196

pûrge	pall	loy'al tŷ	nēt'tle
pū'trē fŷ	măl'ă dŷ	nīc'ô tīne	pēl'lēt
măt ŷ nēe' _(A)	nōm ŷ nēē'	phōn'ŷc	ră'dī ūs
nô tō'rī oŷs	pī'ē tŷ	răr'ŷ tŷ	mē tăl'līc
ô bē'dī ęnçe	pēr'fô râte	ră'tiōn	mī'lī nēr ŷ

LESSON 197

quoit	lūnge	nŭl'li fŷ	pīl'lăge
lěv'ēe	ōb lâte'	pīs'tōn	rē liēve'
ōc'cū pant	pīt'tançe	rēs'īn	mēt'al
plă cărd'	ōx'ŷ dize	ōdd'ŷ tŷ	rē ound'
mīl'dew	ō'dor oŷs	plăs'tic	rēg ŷ lă'tiōn

LESSON 198

ă brīdġe'	ăr răy'	căs'tile	cōm mūne'
ăr'tī şăn	căy ęnne'	cōn nīve'	ăc cōst'
ġen'stūre	cōn clū'siōn	ăc crue'	ăs şault'
ġess'pool	cōn'jū gâte	ăc'ô nīte	ăs suăġe'
chăl'lēnge	cōn'sciōs	ăl'ŷ quōt	ġīr cūm'fēr ęnçe

LESSON 199

ác' ríd	à quấ't'íc	bút' tréss	cò lōgne'
ăr' à ble	căn' dqr	cò lō' nĩ ăl	ăd' âge
cà nĩne'	cõl' ò nĩze	à droit'	ăr' sê nĩc
căn tēen'	cõm mând'	ăf fĩx'	ăr' tēr ỹ
cà sĩ' nò	cõm mō' tìon	à kĩn'	ăr' tĩl' lēr ỹ

LESSON 200

à tōne'	brawl	clăm' mỹ	ăl lāy'
clēave	à nēm' ò nē	băl' lôt	brōgue
ăm bĩ' tìon	băt' ten	bûr' nĩsh	cõck' rōach
bul' wark	cõn' grē gāte	ăl' lē gò rỹ	bōor' ỹsh

LESSON 201

ăn nũl'	bēlle	cā' tēr	clĩ' mǎx
běv' ěl	chěr' ỹsh	cõck' āde'	ănt' lēr
chĩl' blāin	cõl lǎpse'	ăp' à thỹ	bē wĩl' dēr
cõl' liēr	ăp pal'	bru nēttē'	çĩr' cù lār
(y)			
cõl lĩ' sion	ăp pēase'	bēn ě fĩ' cial	chǎr' ỹ tǎ ble

LESSON 202

A *prefix* is a letter or letters joined to the beginning of a word to modify its meaning.

A *suffix* is a letter or letters joined to the end of a word to modify its meaning.

PREFIXES

de, down
un, not

ILLUSTRATIONS

de press, to press down
un kind, not kind

“Encourage sincerity; it is the basis of every virtue.”

Common prefixes

Copy the following prefixes and write from memory their meanings: *ex*, out; *mis*, wrong; *re*, again; *con*, *co*, with, together; *ante*, before; *post*, after; *sub*, under; *super*, over; *contra*, *anti*, against; *circum*, around; *a*, in, on; *trans*, across; *mal*, ill, evil; *in*, not.

NOTE. The prefix *in* is often changed to *im*, *il*, or *ir* when the word to which it is joined begins with *m*, *l*, or *r*.

Examine the prefixes of the following words, and tell what the words mean: *depend*, *unknown*, *ex-alderman*, *mistake*, *revive*, *confederate*, *anteroom*, *postscript*, *submaster*, *superintend*, *antislavery*, *malpractice*, *illegal*.

LESSON 203

còl'qr	pěr spĩre'	dĩs pěrse'	clĩ'ęnt
còr'nět	roy'ǵl tỹ	còm bĩne'	clōak
gā'ble	hār'něss	vǵl'ęn tĩne	çhà rāde'
ğěn'děr	ĩn spěct'	ũ'nĩ fōrm	crǵc'kle
fũl fĩl'	sũr mĩşe'	pũ'rĩ fỹ	còm'pǵct
sũ'mǵc	còm pǵre'	rěğ'ĩ męnt	cõn'trǵst

LESSON 204

out'rǵge	ě lĩx'ĩr	cǵv ǵl cǵde'	dĩs pǵr'ĩ tỹ
ěn tĩ'tle	pǵs'tqr ǵl	cǵt'ě gỏ rỹ	tǵf'fě tǵ
ěm'ũ lǵte	bũf fōõn'	cǵv ǵ lĩēr'	těn'ě męnt
mě rĩ'nỏ	bũck'rǵm	brĩg'ǵn tĩne	dĩ mĩm'ũ tĩve
ỏs'sĩ fỹ	ě lěc'tĩve	dĩs sěc'tiõn	bě ǵt'ĩ tũde

LESSON 205

dēa'con	sūn'bēam	à frāid'	quāḍ'ru pēd
cloud'ȳ	bul'lōck	through	dōugh'nūt
bōō'tȳ	fōurth'lȳ	bēa'vēr	brēak'fast
hēav'ȳ	tēach'ēr	blēach	rē māin'
knāve	rē view'	rēad'ēr	ē noūgh' (n)

LESSON 206

bōr'rōw	quar tēt'	dēn'tal	quar'rēl sōme
beār'ēr	drēam'ȳ	caught	lāugh'à ble (n)
lēarn'ēr	cāsh iēr'	bound'lēss	bē quēath'
pēarl	slaugh'tēr	knōck	coun'tē nānçe
shēld	mīs'chief	ghāise	coun tēr āct'

LESSON 207

friēze	coūp'lēt	à hēad'	coun'sēl or
scrōll	rēad'ȳ	bāize	quar'an tīne
bōught	trēas'ūre	hāunt	dīs cōurse'
shrēk	bēd'stēad	wound	cōurt'iēr (y)
fiērçe	bēard'lēss	thōught	bou'lē vārd

LESSON 208

quash	wēath'ēr	sēarch	pēāçe'à ble
jounçe	āim'lēss	yiēld	īn crēase'
tough (n)	quīn'sȳ	lēase	pēāçe'ful
trōugh (n)	dēad'en	quēll	rē trēat'
bough	cāis'sōn	priēst	fēath'ēr

LESSON 209

rê cruît'	pît'ê oûs	pôl'ÿ gôn	pôn'ia ^(y) rd
triv'î ăl	că priçe'	bûz'zard	bul'rûsh
çîr'cuît	çau'tioûs	bal'sam	băch'ê lor
ănx'ioûs ^(ksh)	ă pôl'ô gÿ	ră'tion ăl	rêv'ê nûe
băb oôn'	scal'lôp	mû şî'cian	tă bleau' ^(o)

LESSON 210

vîct'ualş	vê nêr'	û'sû rÿ	û nîque' ^(k)
tÿ'phoid	tên'ûre	sÿn'tăx	sÿl'van
stăt'ûte	tên'drîl	tÿp'ic ăl	sûr'feît
sîm'plî fÿ	sîg'nă tûre	sôl'î tă rÿ	sê'crê çÿ
shriv'el	sînge'îng	squă'lôr	shăm pō'

LESSON 211

că rouse'	că tărrh'	çê lês'tial ^(ch)	côch'î nêal
cô lôs'sal	côm mûte'	cûr'rên çÿ	cû'tî cle
dăunt'lêss	dê çêase'	dêf'î çît	crît'î çîşe
ehôl'êr ă	făl'lă çÿ	ëm'brÿ ô	êl'ô quençe
çhăm'oîs	côr'rî dôr	crêd'î ble	flêx'î ble

LESSON 212

côn vên'ient ^(v)	crô'cûs	eû'lô gÿ	î'sô lâte
hăl lōo'	geÿ'sêr	hû mâne'	hănd'î căp
dăn'drûf	ên dôrse'	êx êmpt'	hîs tō'rî ăn
dî lûte'	dîs pël'	dês'tî tûte	frôn'tiêr
găy'ê tÿ	fôr băde'	fôr'tûne	îg nôre'

Abbreviations (*for reference*)

Alabama, Ala.	Missouri, Mo.
Alaska, Alas.	Montana, Mont.
Arizona, Ariz.	Nebraska, Neb.
Arkansas, Ark.	Nevada, Nev.
California, Cal.	New Hampshire, N.H.
Colorado, Colo.	New Jersey, N.J.
Connecticut, Conn.	New Mexico, N.M.
Dakota, Dak.	New York, N.Y.
Delaware, Del.	North Carolina, N.C.
District of Columbia, D.C.	Ohio, O.
Florida, Fla.	Oklahoma Territory, Okla. T.
Georgia, Ga.	Oregon, Oreg.
Hawaiian Islands, H.I.	Pennsylvania, Pa.
Idaho, Id.	Philippine Islands, P.I.
Illinois, Ill.	Porto Rico, P.R.
Indian Territory, Ind. T.	Rhode Island, R.I.
Indiana, Ind.	South Carolina, S.C.
Iowa, Io.	Tennessee, Tenn.
Kansas, Kan.	Texas, Tex.
Kentucky, Ky.	Utah, Ut.
Louisiana, La.	Vermont, Vt.
Maine, Me.	Virginia, Va.
Maryland, Md.	Washington, Wash.
Massachusetts, Mass.	West Virginia, W.Va.
Michigan, Mich.	Wisconsin, Wis.
Minnesota, Minn.	Wyoming, Wyo.
Mississippi, Miss.	

LESSON 213

Copy the following names of states and territories,
and with your book closed write their abbreviations:

Alabama	Illinois	Alaska	Minnesota
California	Indiana	Missouri	Mississippi
Colorado	Louisiana	Dakota	Pennsylvania
Montana	Wyoming	Tennessee	Connecticut

GRADE VIII

Written Spelling

Follow the same plan as in Grade VII. Require the pupils to add to their lists of misspelled words all words misspelled in their composition work, including letter writing, and use these lists for review exercises until the words are thoroughly learned.

GRADE VIII

"The first of all virtues is innocence; the next modesty."

LESSON 214

Synonyms are words which have similar meanings; as, *droll, comical; forgive, pardon.*

cỗn'qu ^(k) ěr	rēc ỏl lēc't'	sủp'plĩ cāte	sỏ lĩç'ĩ tũde
ền trēat'	pěr'sẻ cũte	dẻ fẻat'	pũ'rỉ fỷ
prỏ fẻs'siỏn	ẻv'ỉ dẻnt	rẻ mẻm'bẻr	ấp pằr'ẻnt
dỉs trẻss'	dỉs ỉn fẻct'	lỉb'ẻr ỏl	vỏ cằ'tiỏn
ẫnẫ ỉ'ẻ tỷ	gẻn'ẻr ỏũs	trỉb ừ lằ'tiỏn	ỏp prẻss'

Copy the words in the first and second columns, and write opposite each word its synonym, which may be found in the third or fourth column.

LESSON 215

Point out the synonyms in the following lesson, and show that you understand their meaning:

cỗn sỉgn'	loi'tẻr	thẻft	lỉn'gẻr
lẻn'ỉ tỷ	lằ'tẻnt	ỉn trủst'	lằs'sỉ tũde
lẫn'guỏr ^(w)	toil'sỏme	prỏ vỏke'	prỏỉ'ít ỏ ble
ỉr'ỉ tằte	lằr'ẻẻ nỷ	vỉg'ỏr ỏũs	stỉn'gỉ nẻss
strẻn'ừ ỏũs	lũ'crằ tỉve	mỉld'nẻss	lằ bỏ'rỉ ỏũs
vỏl'ũn tằ rỷ	pằr'sỉ mỏ nỷ	cỏnçẻaled'	spỏn tằ'nẻ ỏũs

"Of all trades in the world, misery making is the most unprofitable."

LESSON 216

Synonyms

frīght'fūl	dīs còv'ěr	Invěnt'	frēē'dòm
věx ā'tiòn	ěm'ĩ nęnt	rě şign'	ěx'çěl lęnt
mū'tĩ lāte	lib'ěr tỹ	nōt'ěd	űn çĩv'ĩ lized
çěl'ě brāte	sūr rěn'děr	shōck'ĩng	mōr tĩ fĩ cā'tiòn
sũ pē'rĩ ęr	bār'bā rous	dīs fĩg'űre	cōm mēm'ò rāte

From the words above select as many pairs of synonyms as possible.

LESSON 217

Noted men

Learn what you can about the following :

Mōrse	Whĩt'neỹ	Sōc'ratēs	Glād'stōne
Fūl'ton	Ĕd'ison	Napō'lęon	Bĩş'mārek
Çaē'şar	Gālĩlē'ò	Frānk'lĩn	Lĩv'ĩngstōne
New'ton	Stān'leỹ	Wěl'lĩngtōn	Jěf'fersōn

LESSON 218

Miscellaneous

Wāterlōō'	lōad'stōne	phō'tōgrāph	elēctriç'ĩtỹ
stēam'bōat	Aus'terlĩtz	gũn'powděr	prĩnt'ĩng
autōmō'bĩle	těl'ěscōpe	lō'cōmōtĩve	Sān Juān' (h)
çỹ'clōstỹle	těl'ěphōne	phō'nōgrāph	Yōrk'town

“Industry is the philosopher’s stone that turns all metals to gold.”

LESSON 219

Observe the change in the use of the following words, indicated by a change in the accent:

sûr'vey (s)	rěf'ûse	trăns'fěr	côn'tract
sûr vey' (s)	rě fûșe'	trăns fěr'	côn tract'
prēs'ent	côn'çert	pěr'mît	prēs'âge
prê șent'	côn çert'	pěr mît'	prê sâge'
côm'pound	prög'rěss	în'sũlt	pröd'ũçe
côm pound'	prô grěss'	în sũlt'	prô dũçe'

LESSON 220

Noted names in literature

Töp'sŷ	Lăl'lă Rōōk/h	Hĭawă/thă
Squeērs	Děșdēmō'nă	Ĭeh'ăbqd Crāne
Băr'kĭs	Săn'ehô Păn'ză	Childe Hăr'old
Rōwē'nă	Lĭl'lĭpŭt	Jēan'ĭe Dēans
Ălăd'dĭn	Prĭșcĭl'lă	Měg Měr'rĭlĭēs
Běck'ŷ Shărp	Shŷ'löck	Lěath'ěrstöckĭng
Săm Wěl'lěr	Jăne Êyre	Ĭ'vanhōe

1. What works of fiction are suggested by the names above?

2. Write the names of the authors, so far as you can learn them.

3. Write the names of five of your favorite characters in fiction, and give in each case the author's name.

"In prosperity be prepared for a change; in adversity, hope for one."

LESSON 221

Rule for spelling when a final consonant is doubled

Monosyllables and words accented on the last syllable, ending in a single consonant preceded by a single vowel, double the final consonant on taking an additional syllable beginning with a vowel; otherwise the consonant remains single.

If, however, the accent is thrown back in the derivative, the consonant is commonly not doubled; as, *infer*, *inference*; *refer*, *reference*.

In the following words tell why the final consonants in the primitives are, or are not, doubled:

dĩf'fěr	dĩf'fěred	dĩf'fěr ینگ	dĩf'fěr ғеңғе
ѳс сѳr'	ѳс сѳrred'	ѳс сѳr'рїңғ	ѳс сѳr'ренғе
sũf'fěr	sũf'fěred	sũf'fěr ینگ	sũf'fěr ғеңғе
ăb hŏr'	ăb hŏrred'	ăb hŏr'рїңғ	ăb hŏr'ренғе

LESSON 222

In the following words tell why the final consonants in the primitives are, or are not, doubled:

hŏn'qr	hŏn'qred	hŏn'qr ینگ	hŏn'qr à ble
rě cŭr'	rě cŭrred'	rě cŭr'рїңғ	rě cŭr'ренғе
wan'děr	wan'děred	wan'děr ěr	wan'děr ینگ
ěx çěl'	ěx çelled'	ěx çěl'лїңғ	ěx'çěl lenғе
prŏ pěl'	prŏ pělled'	prŏ pěl'лїңғ	prŏ pěl'lěr

"Real merit, like artless beauty, always shines with its own native luster."

LESSON 223

căr'pět	căr'pět őd	dē mûr'	dē mûr'rîng
shěl'těr	shěl'těred	côn cûr'	côn cûrred'
dē mûrred'	dē mûr'rěr	côn cûr'rîng	côn cûr'rēnçe
căr'pět îng	shěl'těr îng	îm pĕlled'	fûl filled'
pöck'ět	pöck'ět îng	prô jĕct'	prô jĕct'qr

LESSON 224

Să'ráh	Eû gēne'	Phîl'îp	Clăr'ēnçe
Ē lî'zâ	Mî'châ ěl	Phoē'bē	Hă'r'î ět
Ăl'frĕd	Wîl'liam ^(v)	Gěr'trude	Pěr'çî val
Reu'bĕn	Frân'çîs	Flôr'ēnçe	Söl'ô mon
Măr'thâ	Frân'çĕș	Mâ tîl'dâ	Lăw'rēnçe
Ěs'thěr	Măr'î őd	Ěl'ē â nôr	Thē'ô dōre
Běr'thâ	Phîn'ē ăș	Rĕg'î năld	Ăd'ē lăide

LESSON 225

Lî'mă	Bă hî'ă	Môn te rey' (ă) (ă)
Qui'tō ^(k)	Pō tō sî'	St. Lău'îs (sănt)
Bō gō tă'	Că ră'căs	Rî'ô Jă ne'î rō (zh) (ă)
Öt'tă wă	Mönt rê al'	Păr ă măr'î bō
Că yĕnne'	Săn tî ä'gō	Môn te vid'e ô (ă) (ă)

In what country is each of these cities found?

"He that is never idle will not often be vicious."

LESSON 226

Objects of interest

Tell where each may be found. Which are works of art? Write about one of them.

St. Märk's (sānt)	Pōm pe'ii (ā)(y)	Nāt'ūral Bridge
St. Pē'tēr's (sānt)	Niäg'arā Falls	Mām'mōth Cāve
The Sphīnx	The Acrōp'olis	Yōsem'itē Vāl'leŷ
The Louvre	Fīn'gal's Cāve	Gī'ant's Cause'wāy
The Cōlī sē'ūm		Thou'sand Isles
Wēst'mīnster Āb'beŷ		The Pŷr'amīds
Wīnd'sor Cās'tle		Būn'kēr Hīll Mōn'ūment

LESSON 227

In this and the next three lessons, separate the words into syllables. Test your work by the dictionary.

vācātīōn	ānehq̄r	shīnīng	ūmbrellā
crūēltŷ	dēvīōūs	nōrthērn	nātūre
īmmēse	īslānd	cūcūmbēr	dēprēssīōn
dēgrēē	crūēllŷ	āctīōn	ōccūpātīōn

LESSON 228

mācārōnī	ōvērālŷ	rāspbērrŷ	vēgētātīōn
beaūtīfŷ	beaūtēōūs	beaūtŷ	cōunċīlq̄r
dēpārtmēt	ċērēmōnŷ	dīgēstīōn (eh)	cōnūndrūm
dēpārtūre	dīscīplīne	fēmīnīne	āltoġēthēr
chōcōlāte	fōrtūnāte	cāthēdrāl	dēlībērāte

LESSON 229

ěxtěrnāl	hīndrānce	frāgment	ānātōmŷ
dīlīgēnce	cōmplīment	dětěrmīned	cōntīnūāl
īnflūēnce	jūdgment	exhībīt	īdētītŷ
īndīgnānt	gēnūīne	fāmīliar ^(y)	īdōlātrŷ
lōngītūde	kērōsēne	īllūstrāte	ěxpěrīment

LESSON 230

īgnōrānt	ěxtīnguīsh ^(w)	īmpūdēt	gērānīŷm
fāvqrīte	māckērēl	ādvāntāge	gēnērōsītŷ
mīnstrēl	dwīndle	wārble	āppētīte
glīmmer	cālīcō	īsthmūs	āllīgātōr
pārsleŷ	cārēss	grīdīron ^(urn)	pētīcōat

LESSON 231

<i>Sing. ular</i>	<i>Plural</i>	<i>Sing. Poss.</i>	<i>Plur. Poss.</i>
ā pōs'tle	ā pōs'tlēŷ	ā pōs'tle's	ā pōs'tlēŷ'
hōrse	hōrs'ēs	hōrsēs's	hōrs'ēs'
cāp'taīn	cāp'taīnŷ	cāp'taīn's	cāp'taīnŷ'
ōr'ā tōr	ōr'ā tōrŷ	ōr'ā tōr's	ōr'ā tōrŷ'
pā'trī ōt	pā'trī ōts	pā'trī ōt's	pā'trī ōts'

LESSON 232

mōn'keŷ	mōn'keŷŷ	mōn'keŷ's	mōn'keŷŷ'
cow'ārd	cow'ārdŷ	cow'ārd's	cow'ārdŷ'
ōf'fī çēr	ōf'fī çērŷ	ōf'fī çēr's	ōf'fī çērŷ'
spīn'stēr	spīn'stērŷ	spīn'stēr's	spīn'stērŷ'
hēif'ēr	hēif'ērŷ	hēif'ēr's	hēif'ērŷ'

"Riches will decay, prosperity may change, but goodness is permanent."

LESSON 233

Final *e* is omitted before the initial vowel of a suffix

ěx chānge'	ăd mîre'	ăd vîşe'	ă bûşe'
ěx chāng'îng	ăd mîr'îng	ăd vîş'îng	ă bûş'îng
ăd vānce'	rê dūce'	rēs'cûe	căp'tûre
ăd vān'cîng	rê dūc'îng	rēs'cû îng	căp'tûr îng
strûg'gle	ěx'ěr cîşe	blāme	sěn'âte
strûg'glîng	ěx'ěr cîş îng	blām'îng	sěn'ă tōr

LESSON 234

pîle	stâre	grûm'ble	măn'gle
pîl'îng	stâr'îng	grûm'blîng	măn'glîng
răm'ble	stâr'ěr	grûm'blěr	măn'glěr
răm'blîng	strîve	glâre	rê bûke'
răm'blěr	strîv'îng	glâr'îng	rê bûk'îng

LESSON 235

băp'tîşm	ě nûn'cî âte	trăns pâr'ent
brew'ěr ŷ	^(sh) đíc'tiōn ă rŷ	věn'ěr ă ble
ěr'mîne	ăs sěss'ment	trê mên'douş
Ēs'kî mō	ăn'têlōpe	sūs pî'ciōus
fă cîl'î tŷ	ăd'vēr tîşe	thěr môm'ê těr
ěx trăv'ă gant	cōr rê spōnd'	ěx traôr'dî nă rŷ
ěx pōs'tû lâte	crîm'î năl	rê vēr'běr âte

"Never sacrifice future reputation for present pleasure."

LESSON 236

ăc quăint'	dîs'sî pāte	pēs'tî lēnçe
ăv'â rîçe	dē lîr'î ūm	pēr fid'î oūs
ăn'â lîze	ěx pŭl'siōn	păn ô rā'mā
ăm â tēur'	dô mîn'ion	mî'crô scōpe
căm pāign'	ēs câ pāde' ^(r)	în vēs'tî gāte
sŷn'ô nŷm	ěx plō'siōn	lît'ěr â tŭre
sū pēr sēde'	ô mîs'siōn	prēd'î cāte

LESSON 237

rē mŏn'strāte	ēc cĕn'tric	liēu tēn'ant
rĕp'rî mând	măr'riāge	prô fĕss'or
sē cŭ'rî tŷ	mā lî'ciōus	dēs'ig nāte
prĕç'î pîçe	în sur'ançe	ē vāc'û āte
îm pār'tiāl	îl lŭs'trî oūs	ěx āg'gĕr āte
hî lăr'î tŷ	ěx pĕ'rî ęnçe	sît ũ ā'tiōn
ē nĭg'mā	ē lăb'ô rāte	ās sîm'î lāte

LESSON 238

ēm bĕl'lîsh	ēm bār'gô	străt'â gĕm
ĕn cŭm'bĕr	dĕv'as tâte	mĕl'ăn ehôl ŷ
dē prāv'î tŷ	ĕp î dĕm'ic	mô nŏt'ô nouš
îm mē'dî āte	în clō'sŭre	mŷ thŏl'ô gŷ
căr'riāge	lîc'ô rîçe	ās sŏ'cî āte ^(sh)
hŷp'ô crĭte	lî'brā rŷ	îm'bē çlle
ēm'î grant	lît'ěr â rŷ	pēr plĕx'î tŷ

LESSON 239

in'tēr vạl	fà tigue'	é pỉs'tle	dỉs trỉb'útē
in strũct'	gẽn'ěr ạl	ếp'ỉ tậph	dồ mễs'tíc
jũnc'tiòn	hồ rỉ'zòn	ễs tắb'lỉsh	drắin'ắge
lắn'guắge _(w)	fũ'rỉ ous	dũ'plỉ cắte	dỉ vỉn'ỉ tỹ
lỉ'çense	fũr'nỉ tũre	é cồn'ồ mỷ	dỉs tũrb'ắnce

LESSON 240

ẻxhaust'	lũ'nà tíc	rẻ lỉ'g'ìòn	dỉ ắm'ẻ tẻr
sỏl'ẻmn	hỹ'g'ỉẻne	rẻ mẻm'bẻr	dỉ'ắ grắm
rẻ ắl'ỉ tỹ	spẻç'ỉ mẹn	rẻp rẻ sẻnt'	cắr'ắ mẻl
rẻc'ồg nỉze	sỏl'ỉ tũde	dẻ vồ'tiòn	dẻl'ỉ cắte
rẻl'ắ tỉve	vắ'rỉ ous	rẻ flẻc'tiòn	dẻs'ồ lắte

LESSON 241

dẻ scẻnd'	cỏn dẻmn'	vẻr'tỉ cạl	pỏp'ủ lạr
dẻ spắir'	cỏn vỉct'	nẻg'ắ tỉve	vỉ çỉn'ỉ tỹ
dẻ vẻl'ỏp	dẻ çẻive'	nũi'sắnce	pắ tẻr'nạl
dỉs creẻt'	dẻç'ỉ mạl	prắc'tỉ cạl	ỏb strũct'
dẻ lỉv'ẻr	dẻd'ỉ cắte	pỏ sỉ'tiòn	mắn'ỉ fẻst

LESSON 242

Troublesome words

colo'nẻl _(kủr)	ser'ẻgeant _(ắ)	bỉv'ouắc _(w)	mắ neu'vẻr _(ồồ)
cỏrps	lẻỏp'ạrd	pỉg'eỏn	bắn dắn'nắ
ắ dieủ'	củsh'ỉòn	ỏ'gre _(gẻr)	bủs'ỉnẻss _(n)
ỏn'ỉòn _(y)	bắ nắ'nắ	fỏr'ẻỉgn	pắr'ạl lẻl
vỉl'lắin	ắn'nủ ạl	vắl'ỉant _(y)	sẻp'ắ rắte

LESSON 243

ăl'ti tūde	mǒn'ù męnt	ăr tıs'tic	clăr'ĩ nět
pũnc'tù ăl	ĩn fǒrm'ăl	căş'tù ăl	ăt'mǒs phēre
ăc'tù āte	dě rāng'e'	prě çise'	ěn ăm'ěl
hăg'gard	hǒn'qr à ble	à bũ'sive	ear'něst lý
pick'ēr ěl	cǒn sıs'tent	mĩn'ıs trỹ	ăl'lĩ gā tǒr

LESSON 244

çê lěr'ĩ tỹ	pěp'pěr mĩnt	twi'light	rě çit'ăl
çẽn'trăl ize	prǒd'ĩ gal	ǒb'stă cle	glă'ciěr
cǒn vẽn'iençe ^(y)	plũ răl'ĩ tỹ	măg'nĩ fỹ	găunt'lět
răv'en ous	mě mǒ'rĩ ăl	ăn tẽn'nă	lũ'dĩ croũs
plăn tă'tiǒn	măt'rĩ mǒ nỹ	gǒs'sip	ĩm pǒ lite'

LESSON 245

ěl'ê gant	măn'à cle	văs'ê lĩne	ăp pënd'
ěd'ù cāte	căr'à wāy	hěş'ĩ tâte	hěr'ǒ ısm
dē'çęn çỹ	hăr'mǒ nỹ	ăb'sǒ lũte	ěn tăn'gle
ăl tēr ā'tiǒn	ău'dĩt	cǒn clũde'	ĩn'çęnse
căt'à mount	cǒm'pound	gĩz'zard	crǒc'ǒ dīle

LESSON 246

ěn dăav'qr	prǒ pǒş'ăl	ǒr'dĩ nă rỹ
dĩs tĩnc'tiǒn	pěr'mă nęnt	phǒ'tǒ grăph
ěl'ǒ quęnt	pěn'dũ lũm	pěr fēc'tiǒn
dĩ ăr rhē'à	prěf'ēr ęnçe	pěn'ê trâte
dĩs tĩn'guĩsh ^(w)	păr tĩc'ũ lăr	măg'ıs trâte
prĩv'ĩ lęge	prē'mĩ ũm	ăl lē'giănçe

LESSON 247

ěx přēs'siōn	făb'ù loūs	ăs sâil'	ăm'pù tâte
ēm'â nâte	fă tăl'ĩ tỹ	bŭn'ion ^(y)	ĩn těr ǵěpt'
ě nŏr'moūs	ě thē'rě ǵl	bŭl'liōn ^(y)	ĩm prŏ vīſe'
dīs'sŏ lŭte	fŏr'mŭ lâ	ǵỹm'nâst	ǵě ōm'ě trỹ
dŏm'ĩ nant	ǵăs'ŏ lĩne	hĩd'ě ōūs	ěx'quĩ ſĩte

LESSON 248

ěx'trĩ câte	dě ǵĩ'ſiōn	wŏn'droūs	mīs'crě ǵnt
ěx tē'rĩ ǵr	sŏr'ǵěr ỹ	věr'sâ tĩle	mŏtr'ǵăǵe
ēm broid'ěr	sŏl'ĩ tâire'	tăn'tâ lize	mŭl'tĩ tŭde
ăc'ǵěss	câ pā'cioūs	mŏn'ŏ lŏgue	ŏc'tâ ǵŏn
ăr rāign'	thē ōl'ŏ ǵỹ	ŏb'sŏ lēte	pěr fŏrm'ǵnce

LESSON 249

băl'lăd	ĩn dŭǵe'męnt	ăx'ĩ ōm	fŭnc'tiōn
ăn'tĩ dŏte	ěn vĩ'rŏn	boy'cŏtt	ĩn těl'lĩ ǵęnt
ăd'jŭ tant	ĩm pŭ tă'tiōn	fŭ'ǵĩ tĩve	ěf fŭ'sĩve
ĩn těr vēne'	bĩ ěn'nĩ ǵl	dě fěn'sĩve	hăr mŏn'ĩ câ
ăc'rŏ băt	ĩm pē'rĩ ǵl	hěſ'ĩ tă'tiōn	bĩ tŭ'mĩ nŏūs

LESSON 250

cŏn'stĩ tŭte	ĩ'dŏl ĩze	ǵăl'lěr ỹ	ěx pē'dĩ ęnt
blăs phēme'	vĩn'dĩ câte	ǵăr'băǵe	ěx pĩ ră'tiōn
căn'dĩ dâte	tě nă'cioūs	hŏs'pĩ tǵl	děf'ĩ nĩ'tiōn
ăs săs'sĩn	tỹ'r'ǵn nỹ	ĩn'ǵĩ dęnt	dĩ ăǵ'ŏ nǵl
ăs sŏrt'męnt	sŭm'mă rỹ	ĩn těr fēre'	ĩn sĩn'ŭ âte

LESSON 251

trāns āc'tiōn	vā rī'ē tỹ	fē lĩç'ĩ tỹ	ānt ārc'tīc
trēach'ēr ỹ	ēm bēz'zle	dīs pōs'al	flā'grānt
vĩ tǎl'ĩ tỹ	dỹ'nà mīte	ĩn ỹ'tial	ĩn'fĩ del
sũf'fō cāte	ēn'tēr prīse	ĩl lē'gāl	hōm'ĩ nỹ
sō lū'tiōn	ēx ĩst'ęnce	hās'sock	ĩn'stĩ gāte

LESSON 252

āt tēn'tiōn	chǎp'lain	sēn'tĩ nęl	ōb lĩv'ĩ òn
brā vā'dō	ōb'vĩ āte	rēs'ĩ dęnce	trā dĩ'tiōn
āl tēr'nāte	mōc'cā sĩn	prō dũc'tiōn	trān spīre'
cōn vēr'tiōn	mǎg à zīne'	pōr'çē lain	spē çĩf'ic
cōn'fĩ dęnce	pēr çęp'tiōn	sēn'sĩ tĩve	tǎç'ĩ tũrn

LESSON 253

vęg'ē tā ble	tū ỹ'tiōn	ĩn'nò çent	fē rō'ciouš
war'riqr	wēa'sel	ğē òl'ò gỹ	dĩph'thōng
^(r) sỹn'dĩ cāte	wor'shĩp	fōr'çĩ ble	ēx clū'siōn
squan'dēr	^(h) zēal'ouš	ğĩ gǎn'tic	fĩ dēl'ĩ tỹ
tēl'ē phōne	ĩd'ĩ ò çỹ	cōn'fēr ęnce	ēl'ē vā tqr

LESSON 254

cōm mĩt'tēe	trĩb'ũ tā rỹ	ōb'ē lĩsk	rēt'ĩ nūe
rē'al ĩze	ōx'ỹ gēn	sỹl'la blē	cū rĩ òs'ĩ tỹ
au'tò grǎph	rēn'ò vāte	phǎr'ỹnx	tēr'rĩ tò rỹ
ān'ēc dōte	ōb nōx'ioũs	mỹr'ĩ ǎd	plau'sĩ ble
vē'hē męnt	^(ksh) rē çęp'tiōn	mỹs'tĩ fỹ	mōr tǎl'ĩ tỹ

LESSON 255

Noted authors

Pōpe	Cow'pex	Brȳ'ant	Cōop'er
Grāy	Rūs'kīn	Thō'reau ^(rē)	Īr'vīng
Lāmb	Dār'wīn	Spēn'ser	Gōld'smīth
Dē Fōe'	Dīck'ens	Jōhn'son	Īn'gē lōw
Mīl'ton	Hōlmes	Mā cau'laỹ	Al'cott
Bān'croft	Whīt'tī er	Thāck'ē rāỹ	Tēn'nỹ son
Cār lyle'	Cōle'rīdge	Hāw'thorne	Lōng'fēl lōw

Which of the authors named above are English and which American?

LESSON 256

Complete the following with *tion* or *sion*:

cōn fēs—	ē rūp—	pōs sēs—	ěx plā nā—
foun dā—	dī mēn—	īn tēn—	prō vī—
dē clēn—	āf fēc—	ōc cā—	dē cēp—
cōr rēc—	pēr mīs—	ěx pē dī—	ěx cūr—
cōn vēr—	cōn vūl—	ām bī—	cōn dī—

LESSON 257

Find the synonyms in the following list:

īn'sīde	ěx'īle	cōm'bāt
bāf'fle	bāt'tle	īn vēnt'
bān'īsh	cōn trīve'	něg'lī gēt
frūs'trāte	cāre'lēss	ēn dūr'ānce
īn tē'rī or	pā'tiēnce	

LESSON 258

Plurals of compound words

cũp'ful	cũp'fuls
hǎng'ěr-ôn	hǎng'ěr-ôn
spōon'ful	spōon'fuls
hōrse'man	hōrse'men
mǎn'serv ant	měn'serv ants
sīs'těr-in-law	sīs'těr-in-law
cōurt-mār'tial	cōurts-mār'tial

LESSON 259

lěv'ĩ tỹ	ả cǎđ'ẻ mỹ	ễx'ẻ cũte
mō'lạ	hẻr'ẻ tíc	lẻ vĩ'ả thạn
lǎv'ish	gĩld'ĩng	ắc tĩv'ĩ tỹ
ǎr rĩ'vạl	scal'lỏp	mạu sỏ lẻ'ũm
gỹm nǎ'ỉ ũm	hạugh'tỉ nẻss	cạu'ỉ flow ẻr
bỏđ'ỉce	mǎr'ỉ gỏld	brủ tǎl'ỉ tỹ

LESSON 260

Primitive words ending in *c* or *cs* commonly take the suffix *cian*; as, *music*, *musician*.

ỏp'tíc	ỏp tỉ'cian	phỹ'ỉc	phỹ sĩ'cian
lỏg'ỉc	lỏ gỉ'cian	mǎg'ỉc	mả gỉ'cian
rẻt'ỏ ríc		rẻt ỏ rỉ'cian	
mẻ ehǎn'ỉc		mẻeh ả nỉ'cian	
gẻ ỏ mẻt'ỉc		gẻ ỏmẻ trỉ'cian	
mǎthẻ mǎt'ỉcs		mǎthẻ mả tỉ'cian	
mẻt ả phỹ'ỉcs		mẻt ả phỹ sĩ'cian	

1. Make a list of ten other words whose derivatives are formed in the same way.

2. Use the derivatives in sentences.

LESSON 261

ăb'străct	jŭm'ble	ră'dĩ ā tŏr
ĩn'dĩ cāte	ěv'ĩ dęņęe	ũ'nĩ věrse
dĩ'věrse	jŭs'tĩ fŷ	băn'dĩt
ā strāy'	căn'ŏ pŷ	spēc'tā cle
sĩn'gŭ lăr	mŏl'lĩ fŷ	ěn'vėl ōpe
ġes'tŭre	fěr'męnt	Jŭ'pĩ těr

LESSON 262

The terminations *tion*, *sion*, *cian*, and *cion* are pronounced nearly alike, and often cause doubt as to the proper spelling of words. When a word having one of the above terminations is derived from a primitive word ending in *te* or *ct*, the termination of the derivative is *tion*; as, *create*, *creation*; *direct*, *direction*.

prŏ tęc't'	prŏ tęc'tiŏn
ě ręc't'	ě ręc'tiŏn
vĩ'brāte	vĩ brā'tiŏn
rě trăct'	rě trăc'tiŏn
lĩt'ĩ gāte	lĩt ĩ gā'tiŏn
năr rāte'	năr rā'tiŏn
sŭb trăct'	sŭb trăc'tiŏn
měd'ĩ tāte	měd ĩ tā'tiŏn
prŏs'ě cŭte	prŏs ě cŭ'tiŏn
grăd'ũ āte	grăd ũ ā'tiŏn

"The mind that is truly noble descends not to mean resentments."

LESSON 263

Write what you have learned about any two of the following:

Ē'rĭn	Çĭndĕrĕl'là	Măn Frĭ'dāy
Căthāy'	Greāt-heärt	Ōld Ī'ronsides (turn)
Crĭs'pĭn	Jōhn Bull	Brōth'ēr Jōn'āthan
Gō'tham	Jōhn Gĭl'pĭn	Pil'lars of Hĕr'cūlē

LESSON 264

Synonyms

cōm plēte'	shōw	lā'zŷ	ĕx hĭb'ĭt
brāv'ēr ŷ	băn'quĕt	coŭr'āge	lāugh'ā ble (n)
ĭn'dō lent	cōm'ĭ cal	pĕr'fĕct	ĭn'dŭs trŷ
dĭl'ĭ gĕnce	crăft'ŷ	coŭr'tē sŷ	ärt'ful
pō lĭte'nĕss	ĭn'sō lent	fĕs'tĭ vāl	ĭm pĕr'tĭ nĕnt

PUNCTUATION

Punctuation marks help to develop the meaning of an author. They seldom indicate inflections, but are based chiefly on grammatical construction.

The period

A *period* should be placed after a complete statement, also after initials and abbreviations; as, "Hon. Stephen A. Douglas, of Illinois, was a noted statesman."

"There is no road to wealth so certain as is economy."

The interrogation point

An *interrogation point* should be placed after a complete question; as, "Are you going to walk to-day?"

NOTE. The interrogation point is not always placed at the end of the sentence; as, "'Why do you find fault?' he asked."

The exclamation point

The *exclamation point* should be placed after exclamations, whether they are words, phrases, or sentences; as, —

Charge, Chester, charge! on, Stanley, on! — SCOTT.

LESSON 265

Dictation

What, silent still? and silent all?

Ah, no! the voices of the dead

Sound like a distant torrent's fall,

And answer, "Let one living head,

But one, arise, — we come, we come!"

'T is but the living who are dumb. — BYRON.

The comma

1. When a sentence is inverted, the inversion may be marked by a *comma*; as, —

At midnight, in his guarded tent,

The Turk was dreaming of the hour

When Greece, her knee in supplicance bent,

Should tremble at his power. — HALLECK.

2. Words and phrases forming a series are separated by *commas*; as, "Happy is the man who honors, obeys, loves, and serves his Creator."

3. Nouns in apposition are separated by *commas*; as, "Cicero, the greatest Roman orator, was distinguished for his patriotism."

The semicolon

1. The parts of a compound sentence are sometimes separated by a *semicolon*, especially if either member is subdivided by a comma; as,

I will be master of what is mine own;
She is my goods, my chattels; she is my house,
My household stuff. — SHAKESPEARE.

2. *As* and *namely* before examples are preceded by a *semicolon* and followed by a comma.

The colon

The *colon* is sometimes used to separate the parts of a sentence when one of the parts is subdivided by a semicolon; as, "The book was divided into three parts: in the first, the writer discussed elementary principles; in the second, their application to his subject."

Marks of parenthesis

Marks of parenthesis denote that the words inclosed may be omitted without materially injuring the construction or the sense; as,

I would not enter on my list of friends,
(Though graced with polished manners and fine sense,
Yet wanting sensibility) the man
Who needlessly sets foot upon a worm. — COWPER.

"Lofty and pure sentiment is the life and hope of a people."

The dash

1. The *dash* shows that a sentence is incomplete, or it may show an abrupt change in the form of a sentence; as, "Day and night we heard the incessant chirp of grasshoppers — a noise like the winding up of countless clocks."

2. The *dash* is sometimes used in place of the parenthesis; as, "Those who loved her most heartily — and indeed, no one was loved more heartily — admitted that she had one serious fault."

"What we earnestly aspire to be is in some measure what we are sure to become."

LESSON 266

Dictation

You hear that boy laughing? — You think he's all fun;
But the angels laugh, too, at the good he has done;
The children laugh loud as they troop to his call,
And the poor man that knows him laughs loudest of all.

Yes, we're boys, — always playing with tongue or with
pen, —

And I sometimes have asked, — Shall we ever be men?
Shall we always be youthful, and laughing, and gay,
Till the last dear companion drops smiling away?

— HOLMES.

Copy the following abbreviations and write from memory the words or phrases for which they stand:

LESSON 267

A.B., Bachelor of Arts
 Abp., Archbishop
 acct., account
 Adm., Administrator
 Admx., Administratrix
 ad lib., at pleasure
 adj., adjective
 adv., adverb
 æt., aged
 agt., agent
 amt., amount
 anon., anonymous
 atty., attorney
 bal., balance
 bbl., barrel
 B.C., Before Christ
 bot., botany
 Bro., Brother
 Bros., Brothers
 Capt., Captain
 Col., Colonel
 cts., cents
 cwt., hundredweight
 D.D., Doctor of Divinity
 do. (ditto), the same
 doz., dozen
 D.V., God willing
 e.g., for example
 Eng., England
 et al., and others
 etc., and others; and so forth
 ex., example
 Fahr., Fahrenheit

LESSON 268

ft., foot
 gal., gallon
 hhd., hogshead
 id., the same
 i.e., that is
 incog., unknown
 Jr., Junior
 Lieut., Lieutenant
 L.I., Long Island
 LL.D., Doctor of Laws
 M., Meridian; Noon
 M.C., Member of Congress
 Mlle., Mademoiselle
 M.P., Member of Parliament
 MS., Manuscript
 MSS., Manuscripts
 Mme., Madame
 Mt., Mount
 N.B., Note well; take notice
 N.O., New Orleans
 p., page
 pp., pages
 Ph.D., Doctor of Philosophy
 pop., population
 Pres., President
 pro tem., for the time
 pwt., pennyweight
 Sec., Secretary
 Sen., Senator
 sq. ft., square feet
 Treas., Treasurer
 U.S.M., United States Mail
 vs., against

